

A COMPARATIVE STUDY  
OF  
HONEST AND DECEITFUL  
SCHOOL CHILDREN

A THESIS BY  
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1948.

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CONTENTS.

	<u>Page.</u>
INTRODUCTION .....	1
<u>CHAPTER I.</u>	
The Nature of Deceit in the Classroom .....	3
<u>CHAPTER II.</u>	
The Measurement of Deceit .....	7
<u>A.</u> The Subjects .....	7
<u>B.</u> The Tests.....	7
1) Cheating Test .....	8
2) Lying Test .....	11
3) Intelligence Test .....	13
<u>C.</u> The Teachers Rating .....	14
<u>D.</u> Results .....	16
<u>E.</u> Statistical treatment of results .....	27
<u>F.</u> Conclusions .....	28
<u>CHAPTER III.</u>	
The Measurement of Personality.....	32
<u>A.</u> Subjects .....	32
<u>B.</u> The Personality Test .....	32
<u>C.</u> Results .....	34
<u>D.</u> Discussion of Significant Values .....	38
<u>E.</u> Interpretation of differences in Personality	39
<u>CHAPTER IV.</u>	
General summary and Conclusions.....	40
<u>Bibliography</u> .....	41

CONTENTS. (Continued)

Page.

APPENDIX A.

Table i - Scores of 1st Cheating Test. ....

Table ii - Scores of 2nd Cheating Test. ....

Lying Questionnaire. ....

APPENDIX B.

Rorschach Records of Deceitful Group. ....

Rorschach Records of Honest Group. ....

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## INTRODUCTION.

The purpose of the present investigation was to determine whether a group of normal school children, with certain deceitful tendencies, differed in personality from an honest control group taken from the same school population.

In selecting a school it was necessary to avoid the presence of delinquent or abnormal children, as this study deals primarily with deceitful tendencies exhibited by normal school children in the classroom. In the school finally selected, special classes were available for those children considered to be abnormal in the opinions of the staff, and a trained worker. Thus the children remaining in the ordinary classes could be regarded as being within the limits of normality, and therefore suitable as subjects for the present investigation.

Of the various aspects of deceitful behaviour, the subjects were only tested for specific forms of cheating and lying found in the classroom. A test, known as the Duplicating Technique, was employed to measure the type of cheating found in the illegitimate use of an answer sheet, where the subjects were allowed to mark their own work. A questionnaire determined whether the subjects who cheated also lied about their cheating.

The results of these tests as well as a teachers rating of each child, were used to select the groups of honest and deceitful subjects. Factors such as age, intelligence, and sex differences, could now be compared with cheating within the deceitful group, and between the honest and deceitful groups.

Finally the Rorschach Inkblot test was given individually to the subjects of both groups. The results were tabulated and treated statistically in order to find the significant personality differences between the two groups, selected according to the results of the deceit tests used in this study.

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## CHAPTER 1.

### THE NATURE OF DECEIT IN THE CLASSROOM.

It is not the aim of this study to present a detailed account of deceitful behaviour. However, it seems advisable to give a brief review of the motives and causes of cheating and lying, and in addition, some of the findings of previous workers in regard to the nature of these forms of deceitful behaviour in the classroom.

Hartshorne and May (1) found from the results of their extensive studies of deceitful children, that the most important motives for cheating given by the children were:-

- a) Cheating because of the difficulty of the tests.
- b) Cheating for personal gain.

They found that the latter motive was the most wide spread amongst school children, and suggested that it was largely influenced by the competitive nature of our education.

Amongst the factors considered by many workers as being important in causing deceitful behaviour were:-

- a) The child's home background (1)

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- b) The teacher - child relationship (1)
- c) The influence of the child's friends (1)
- d) Unhappiness and fatigue in school (2)
- e) Class retardation (3)

Also such conditions as low intelligence, age above that of the class average, low resistance to suggestibility, and emotional instability, aided in reducing a child's resistance to the temptation of cheating. (1)

Wickman (4), in his work on teachers ratings of children, found that cheating and lying in the classroom were related to various other types of troublesome behaviour, viz. disorderliness, rudeness, stubbornness, and aggressiveness. He also found deceit to be closely related to disobedience.

Regarding the nature of deceit, Hartshorne and May (1) stated that no child was honest or dishonest by nature. They regarded deceptive behaviour as being a means of solving certain conflicts arising out of the child's adaptation to his environment. From their results they concluded, that honesty and dishonesty were "specific functions of life situations" rather than "unified character traits". They implied that a child who was deceitful in a certain situation, would not necessarily be deceitful in the same way, in a different situation.

The following set of correlations from Hartshorne

and May (1) shows that where the test situation and material differed, the amount of deception differed.

Correlations:-

One classroom deception test with another of the same kind	+ .59
The same deception test with another of a different kind	+ .256
The 1st deception test with one given outside the classroom	+ .16

Out of 2,443 children tested by Hartshorne and May (1) they found that only 10% were consistently honest or dishonest on all the tests. The remaining 90% were inconsistent to varying degrees. Wickman (4) found that teachers rated only 9% of 871 children to be habitually dishonest. Both findings support the argument against deceit being a unified trait of personality. It could however be argued that a unified trait was present to varying degrees in each child.

Allport (5) claimed that the low correlations found between the different tests of deceit used by Hartshorne and May, only showed that subjects were not consistent in the same way. They did not show that each child was inconsistent within himself. In regard to the question of consistency Allport (5) refers to a recent experiment in deceit carried out by Mc Kinnison. The

results show a consistency within each of the subjects i.e. the deceitful subjects were deceitful on all the tests, and the honest subjects were honest on all the tests.

In the present study it is hoped that some light may be thrown on the consistency of deceitful and honest behaviour within the subject, as well as on those elements of personality which are found to a greater degree in the deceitful children than in honest children,

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## CHAPTER 11.

### THE MEASUREMENT OF DECEIT.

#### A. THE SUBJECTS.

The group of subjects tested consisted of 64 school children attending Standards IV and V of a Suburban Primary School. According to the headmaster and teachers, the majority of these children were of working class families, their fathers being either craftsmen or tradesmen.

The group consisted of 33 girls and 31 boys, their ages ranging between 10 and 15 years. Fig I shows the distributions of the ages.

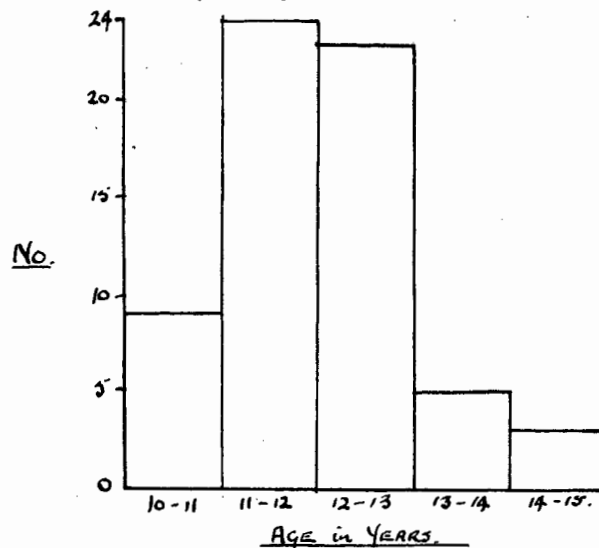


Fig. I. Histogram showing frequency distribution of the ages.

#### B. THE TESTS.

In selecting the tests of deceit the following

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points had to be taken into account,

1. The tests had to be of a nature that would not reveal the object of the experiment to the subjects.
2. They had to take up approximately the duration of one school period (About one hour)
3. They had to be of the one word answer type.

On the basis of these requirements, a cheating test and a lying test were selected.

### The Cheating Test.

The purpose of this test was to find how many changes, or additions a child made to his original work, when he was allowed to mark his answers by means of a key.

The type of test, known as the Duplicating Technique, was selected from a group of seven cheating tests devised by Hartshorne and May. It was found to be one of the most reliable of all their tests, and in addition, it was the most suitable for one experimenter to administer and mark.

The Technique involves the use of any material, which can be answered by underlining a word or filling in a number. The material selected for this purpose was the "University of Cape Town Group Intelligence Test" compiled by H.A. Reyburn. It consists of the following sub-tests,

1. Vocabulary Test.

- 2) Dissected Sentences Test.
- 3) Some opposite Test.
- 4) Analogies Test.
- 5) Repitition of Digits Test.
- 6) Maze Test.
- 7) Pattern Test.

In order to give the test in a single school period, the Maze and Repitition of Digits tests were excluded. This still left ample material, and did not effect the results, as the test was not used as an Intelligence Test.

The times for each of the sub-tests were reduced so that none of the subjects could possibly complete all the questions. (Hartshorne and May (1) held that the subjects should have done only a portion of each test, so that when presented with a key in order to mark their own work, they would have enough scope to use the keys dishonestly, should they be inclined to do so).

The times were reduced in the following manner:

<u>Test.</u>	<u>Original Time.</u>	<u>Reduced Time.</u>
Vccabulary.	15 mins.	10 mins.
Dissected Sentences.	6 "	3 "
Some Opposite.	10 "	6 "
Analogies.	4 "	2½ "
Pattern.	7 "	5 "

Administration:

It was necessary to give the subjects some incentive for cheating in order to make the tests approximate to their schoolwork. The ideal approach would have been to tell them that the results of the test would be added to their examination marks. This however was not possible. Instead the children were told, that the purpose of the test was to see how well they could do on it, as well as to see how their class compared with other classes. This explanation was repeated to the three classes tested.

The test was explained to the subjects, as it would be when given as an Intelligence test. Care was exercised to make sure the children fully understood the directions.

Procedure:

During the test the subjects were watched carefully to eliminate the possibility of cheating in the form of copying from one another.

After completion of the tests, exact copies were made of each subjects work by duplicating his answers in a blank test form. The original tests were then returned to the subjects. They were told that their tests had not been marked, and in order to aid the experimenter, they were to mark their own work. Answer sheets were handed out to each

subject and they were told not to make any changes in their work.

The marked tests were collected and compared with the respective copies that had been made. Any answers which had been changed, or added on to the original work, were detected when comparing the original test with its duplicate.

The opportunity for cheating in this test is obviously greater than opportunities usually present in the classroom. The effect of opportunity will be seen in the next sections, where this test is compared with another of the same type only given under more severe conditions.

#### Scoring:

All changes made during making, which effected the subjects score, were recorded and regarded as one unit of deception. A Subjects cheating score, was found by expressing the total number of changes as a percentage of his total score.

#### The Lying Test:

The object of this test was to find the extent, to which a child lied about his cheating on the cheating test.

A questionnaire, known as the G.E.I. Pupil Data Sheet was selected from the two questionnaires used by Hartshorne and May to measure lying. Five of the questions contained in the original Pupil Data sheet were omitted, as they referred

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1. Since each change was an accurate index of cheating it was not considered necessary to calculate the reliability of the Cheating Test.

to tests not used in this study. The modified form of the questionnaire may be found in Appendix A.

For the purpose of determining those subjects who lied about their cheating, the following questions were made use of,

33. Did you ever cheat on any sort of test?
40. On some of your tests you had a set of answers to correct your papers by. Did you copy any answers from the set?
52. Have you answered all these questions honestly and truthfully?

On these questions it was possible to check the validity of the answers by comparing them with the results of the cheating test. If a child had cheated, and then had given negative answers to questions, 33 and 40 it was obvious that he was lying. In addition, if he answered question 52 positively, he was lying again.

Questions 41 to 49 (see Appendix A) were used to find what attitudes the subjects held towards cheating. The results are summarised in Section D.

#### Administration:

The children were informed that the questionnaire to be presented to them, was to find out what their attitudes were to various aspects of their school and private lives. They were asked to answer the questions by underlining either "yes" or "no" according to their own

judgement or to ignore any questions they would rather not answer. They could take their time in answering the questionnaire.

#### Scoring:

Those subjects who had cheated were given lying scores according to their answers of questions 33, 40 and 52. One mark was allotted to each lie, giving a maximum score of three. Naturally the subjects who had not cheated could not be scored as they had nothing to lie about.

#### The Intelligence Test.

The South African Group Intelligence test was used to measure the Intelligence of the Deceitful and Honest subjects selected. The methods of administration and scoring given in the handbook for this test, were strictly adhered to, and the results were calculated to find the I.Q. of each child.

At this stage it was possible to use the Intelligence test as another cheating test by the application of the Duplicating Technique. This was done in order to find whether those subjects who cheated on the first cheating test, would cheat again. It seems necessary to emphasise that this in no way interfered with the test as an Intelligence test. The times specified by the instructions were used throughout the test.

As in the previous cheating test, the tests were handed back to the subjects for correction after exact copies had been made of each test. However, in this test, the answers were read out, and not handed out in the form of keys as before. All changes made during marking were dealt with as in the previous test.

### C. The Teachers Ratings.

A five point scale was used for the purpose of the teachers ratings of their pupils. The scale was arranged in the following manner,

- +2 never cheat.
- +1 Cheat occasionally and when discovered usually do not lie.
- 0 Average.
- 1 Cheat frequently and usually lie when discovered.
- 2 Cheat on every possible occasion and always lie when discovered.

The scale emphasises that the ratings are restricted to cheating, and lying about the cheating. The deceptive behaviour of children in other situations has no bearing on these ratings.

The teachers of each class were asked to rate their children honestly and not to allow their personal opinions of the children to influence their ratings.

**D. RESULTS:****The Attitudes of the Subjects to Cheating.**

In the questionnaire given to find which subjects lied about their cheating, some of the questions were used to find their attitudes to cheating. In the following table these questions are given together with the percentage of children who answered either positively or negatively. The results obtained from 64 subjects were used.

(Table 1 on following page.)

TABLE I.Percentages showing the subjects' attitudes to Cheating.

Question.	Percentage Subjects who answered YES	Percentage Subjects who answered NO
On some of the tests you had a set of answers to correct your papers by. Did you copy any answers from the set?		
41 Do you think that to do so is really cheating?	90%	10%
On any of these same tests, did you copy answers from other pupils papers?		
43 Do you think that to do so is really cheating?	100%	
44 Would it be right to cheat if you saw everyone, or almost everyone doing it?	9%	91%
45 Would it be right if you thought the questions unfair?	51%	69%
46 Would it be right if you wanted to stand highest?	30%	70%
47 Would it be right if you wanted your class to get ahead of some other class?	60%	50%
48 Do you think that cheating on tests or examinations is ever right?	5%	95%
49 Do you think that many children cheat on Schoolwork?	74%	26%

From these attitudes it can be seen that the majority of children realize that cheating is wrong.

Table II shows the percentage of subjects who thought cheating was right under the circumstances given in questions 47, 45, 46, and 44.

Motive for Cheating.	Percentage Subjects.
47 Cheating for good of the class.	50%
45 Cheating if questions unfair.	31%
46 Cheating for personal achievement	30%
44 Cheating if everyone else cheated.	9%

Table II. Percentages showing attitude of subjects to various motives of cheating.

#### RESULTS OF THE TESTS AND TEACHERS RATINGS.

Tables III to VI show the scores of each class on the first cheating test, the lying test, and the teachers ratings. In the column headed, cheating test, only the final scores for each subject on the whole test are given. Tables showing the scores of each sub-test are given in Appendix A.

The questionnaire used to determine lying is also given in the Appendix. For convenience, the questions made use of in the results are as follows:

- 33) Did you ever cheat on any sort of test? YES NO
- 40) On some of the tests you had a set of answers to correct your paper by. Did you copy any answers from the set?  
YES NO

52. Have you answered all the questions honestly and truthfully? YES NO

In the tables the answer YES is represented by (+), and the answer NO by (-).

TABLE III.

Scores of 14 Standard IV Girls on Cheating and Lying tests and Teachers Ratings.

Sub. No.	Age in yrs. & months.	<u>CHEATING TEST.</u>			<u>LYING TEST.</u>				Teacher Ratings
		No. of changes	Total corr. ans.	Perc. cheating.	Qn 33	Qn 40	Qn 52	Ly- ing Scores	
1	11-2	1	78	1.3%	-	-	+	0	0
2	10-5	-	94	-	-	-	+	0	+1
3	11-3	38	108	35%	-	-	+	3	-1
4	11-11	1	52	2%	-	-	+	0	0
5	12-7	-	64	-	-	-	+	0	0
6	11-10	7	88	8%	+	-	-	1	+1
7	12-10	-	77	-	-	-	+	0	0
8	10-10	-	58	-	-	-	+	0	+1
9	10-5	32	106	30%	-	-	+	3	-1
10	10-8	22	135	16%	-	-	+	3	0
11	11-4	1	105	.9%	-	-	+	0	0
12	12	8	75	10.5%	-	-	+	3	0
13	11	-	90	-	-	-	+	0	+1
14	10-7	12	75	16%	+	-	+	2	+1
Mean	10-7			8.5%					

TABLE IV.

Scores of 13 Standard IV Boys on Cheating and Lying Tests  
and Teachers Ratings.

Sub. No.	Age in Yrs. and months	CHEATING TEST.		% Cheating.	LYING TEST.			Lying Score	Teacher rating.
		No of changes	Total correct Answers		? 33	? 40	? 52		
15	10 - 2	1	104	.9%	-	-	+	0	0
16	10 - 6	1	136	.7%	-	-	+	0	0
17	11 - 4	-	105	-	-	-	+	0	0
18	12 - 6	5	98	5%	-	-	+	3	+1
19	11	6	109	5.5%	-	+	+	2	0
20	12.4	3	92	2.5%	-	-	+	3	+1
21	11.8	28	101	28%	-	-	+	3	-1
22	11-3	5	41	12%	-	+	+	2	+1
23	11-4	16	148	11%	-	-	+	3	-1
24	11-7	2	62	3%	+	-	+	2	0
25	11-1	-	103	-	-	-	+	0	+2
26	10-9	2	101	2%	-	-	+	3	0
27	10-8	2	69	3%	-	+	+	2	0
Mean	10-5			5%					

TABLE V.

Scores of 19 Standard VI Girls on Cheating and Lying tests  
and Teachers Ratings.

Sub. No.	Age in yrs. & months	CHEATING TEST.			% Cheat- ing.	LYING TEST.			Teach- ers Rating
		No. of changes	Total correct answers			? 33	? 40	? 52	
28	12-3	38	171	22%	+	-	+	2	-1
29	12-5	29	144	22%	+	-	+	3	-1
30	11-11	27	135	20%	+	-	+	2	0
31	11-6	-	125	-	+	-	+	0	0
32	13	72	188	38%	-	-	+	3	-1
33	11-11	35	168	18%	-	-	+	3	0
34	13-5	-	89	-	-	-	+	0	+1
35	12-8	5	152	3%	-	-	+	3	0
36	12-2	57	157	36%	+	-	+	2	-1
37	13-7	68	159	36.5%	+	-	-	1	0
38	11-5	10	101	10%	-	-	+	3	0
39	12-5	83	202	41%	-	-	+	3	-1
40	12-4	28	160	17%	-	-	+	3	0
41	11-3	-	167	-	+	-	+	0	+2
42	12-6	-	155	-	-	-	+	0	+2
43	14-11	82	158	52%	-	-	+	2	-1
44	12-3	56	162	35%	-	-	+	3	-1
45	13-9	33	128	26%	-	-	+	3	0
46	13-10	21	152	15%	-	-	+	3	+1
Mean	12-7			20.8					

TABLE VI.Scores of 18 Standard V Boys on Cheating and Lying Tests andTeachers Ratings.

Sub. No.	Age.	CHEATING TEST.		% cheating.	LYING TEST.			Lying Score	Teachers Rating.
		No. of Changes	Total correct answers		? 33	? 40	? 52		
47	11-8	-	138	-	-	-	+	0	+1
48	12-2	-	107	-	+	-	+	0	0
49	12-4	18	162	11%	-	-	+	3	-1
50	12-11	-	93	-	+	-	+	0	0
51	11-5	-	147	-	-	-	+	0	0
52	12-4	-	114	-	+	-	+	0	0
53	11-11	-	139	-	-	-	+	0	+1
54	14-3	48	158	31%	-	-	+	3	-1
55	11-10	4	112	3%	-	-	+	3	0
56	14-3	16	119	14%	-	-	+	3	-1
57	12-7	-	121	-	+	-	+	0	0
58	11-8	-	183	-	-	-	+	0	+2
59	12-9	-	153	-	-	-	+	0	+1
60	12-5	3	140	2%	+	+	+	0	0
61	12-10	18	155	12%	+	-	+	2	0
62	12-2	-	127	-	-	-	+	0	+1
63	11-7	4	156	3%	-	-	+	3	0
64	12-8	9	92	10%	-	-	+	3	-1
Mean	12-5			4.6%					

Selection of Honest and Deceitful Subjects.

From the results shown in Tables III to VI two groups of subjects were chosen:

- a) Those children who showed deceitful tendencies.
- b) An Honest control group consisting of as many subjects as the deceitful group.

The deceitful group was selected from those children who had cheated on the cheating test, lied about their cheating, and were rated as having deceitful tendencies by their teachers. Out of the 64 subjects tested, 43 had cheated to some extent, of these, eight subjects had only made one or two changes, and according to Hartshorne and May (1) they would be misplaced if considered as cheaters and liars. From the remaining 35 cheaters, it was decided to select the deceitful subjects on the following basis:

- 1) A cheating score of above 10 per cent.
- 2) A lying score of two or three.
- 3) A rating of -1 or -2 (A rating of 0 was allowed if the cheating and lying scores were high)

The honest control group was naturally selected from the subjects who did not cheat, and therefore had no cause to lie, and who had a rating of +1, +2, or 0.

20 subjects were chosen for each group. All scores for these two groups, including their Intelligence Quotients are given in Tables VII and VIII.

TABLE VII.

Scores of 20 Deceitful Subjects on Cheating and Lying Tests,  
Teachers Ratings, and on the South African Group Intelligence  
Test.

Sub. No.	Age in years and months.	School Std.	Sex.	Intelligence Quotient.	% Cheating.	Lying Score	Teachers Rating
3	11-3	1V	Girl	106	35%	3	-1
9	10-5	1V	Girl	110	30%	3	-1
10	10-8	1V	Girl	128	16%	3	0
21	11-8	1V	Boy	106	28%	3	-1
23	11-4	1V	Boy	121	11%	3	-1
28	12-3	V	Girl	108	22%	2	-1
29	12-5	V	Girl	101	27%	3	-1
30	11-11	V	Girl	118	20%	2	0
32	13	V	Girl	100	38%	3	-1
36	12-2	V	Girl	106	36%	2	-1
37	13-7	V	Girl	112	36%	2	-1
39	12-5	V	Girl	113	41%	3	-1
43	14-11	V	Girl	96	52%	3	-1
44	12-3	V	Girl	104	35%	3	-1
45	13-9	V	Girl	102	26%	3	0
49	12-4	V	Boy	110	11%	3	0
54	14-3	V	Boy	106	31%	3	-1
56	14-3	V	Boy	87	14%	3	-1
61	12-10	V	Boy	111	12%	3	0
64	12-8	V	Boy	102	10%	3	-1
Mean	12-6			107	26.5%		

TABLE VIII.

Scores of 20 Honest Subjects on the South African Group  
Intelligence Test and Teachers Ratings.

Sub. No.	Age in Years & months	School Std.	Sex.	Intelligence Quotient.	Teachers Rating.
2	10-5	IV	Girl	122	+1
7	12-10	IV	Girl	101	0
8	10-10	IV	Girl	108	+1
13	11	IV	Girl	118	+1
17	11-4	IV	Boy	117	0
25	11-4	IV	Boy	117	+2
31	11-6	V	Girl	122	C
34	13-6	V	Girl	91	+1
41	11-3	V	Girl	136	+2
42	12-6	V	Girl	110	+2
47	11-8	V	Boy	108	+1
48	12-2	V	Boy	102	0
50	12-11	V	Boy	90	0
51	11-5	V	Boy	125	0
52	12-4	V	Boy	108	0
53	11-11	V	Boy	116	+1
57	12-7	V	Boy	108	0
58	11-8	V	Boy	128	+2
59	12-9	V	Boy	108	+1
62	12-2	V	Boy	110	+1
Mean	11-10			112.	

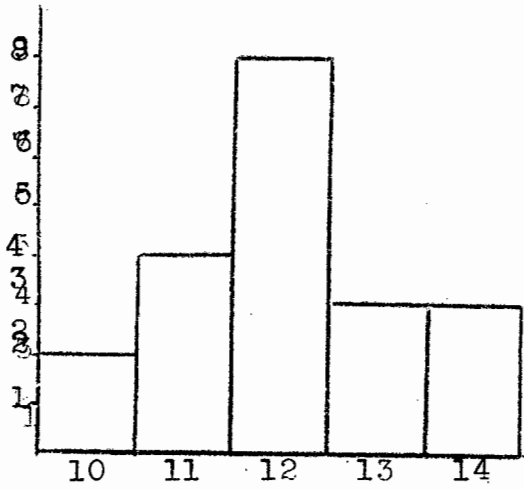
The frequency distributions of the age, cheating and intelligence scores in the deceitful group, are shown in Figures 2, 4 and 6. Figures 3 and 5 show the frequency distributions of scores for age and Intelligence in the Honest group.

TABLE 1X gives the cheating score for both sexes of the deceitful group.

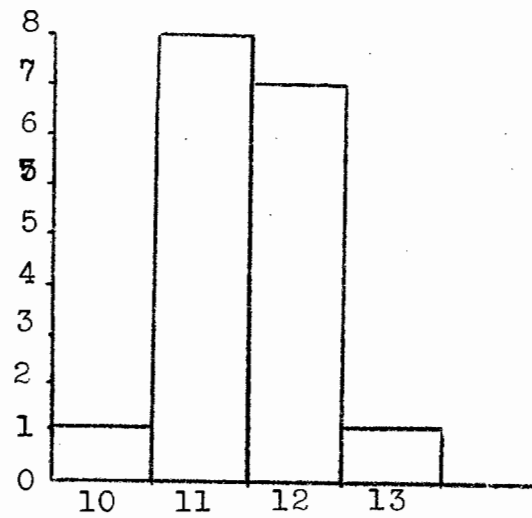
TABLE 1X.

Scores of 13 Girls and 7 Boys on the Cheating Test.

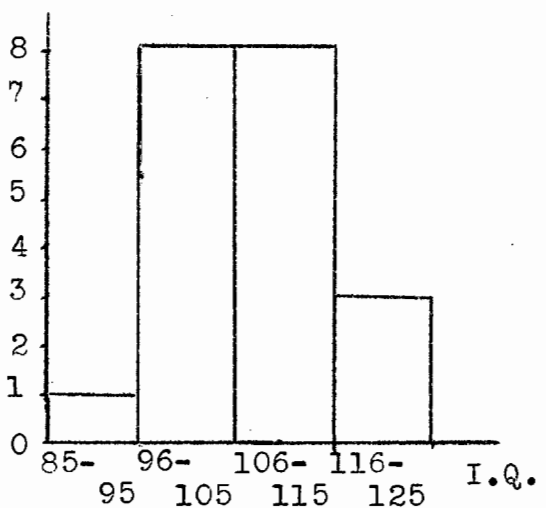
Subjects Number.	<u>GIRLS.</u>	<u>BOYS.</u>	
	Percentage Cheating.	Subject Number.	Percentage Cheating.
3	35	21	28
9	30	23	11
10	16	49	11
28	22	54	31
29	27	56	14
30	20	61	12
32	38	64	10
36	36		
37	36		
39	41		
43	52		
44	35		
45	26		
	414		117
Mean	31.8%	Mean:	17%



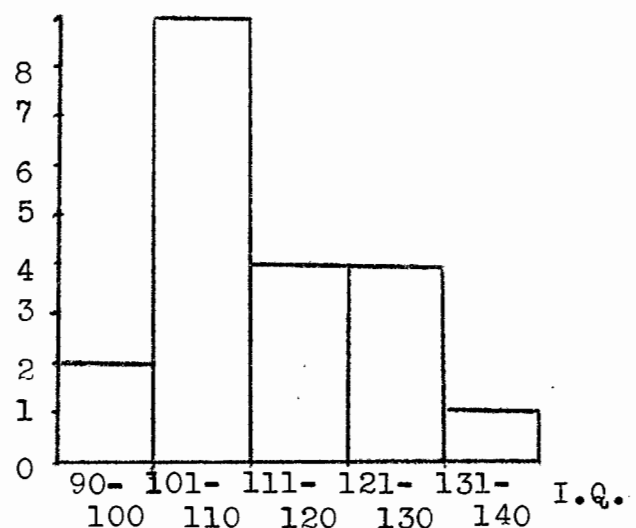
Age.  
**FIG.2:** Frequency Distribution of age in Deceitful Group.



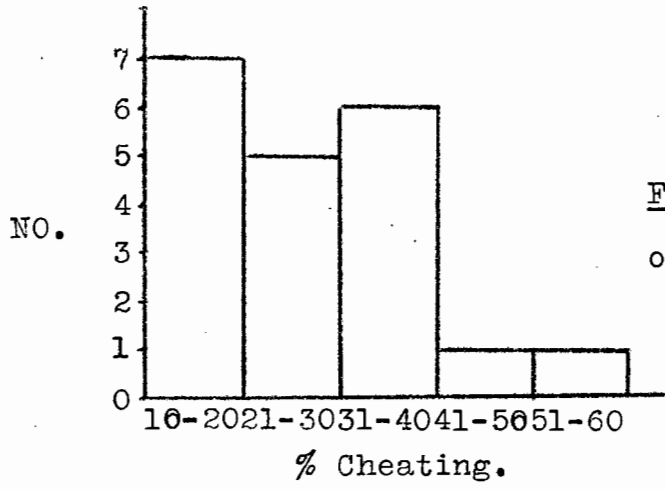
Age.  
**FIG.3:** Frequency Distribution of age in Honest Group.



I.Q.  
**FIG.4:** Frequency Distrib. of I.Q. in Deceitful Group.



I.Q.  
**FIG.5:** Frequency Distrib. of I.Q. in Honest Group.



**FIG.5:** Frequency Distrib. of Cheating in Deceitful Group.

Table X shows the scores of the deceitful group obtained from the first cheating test, as compared with those of the second cheating test. The latter test made use of the answers to the Intelligence Test.

TABLE X.

Scores of 20 deceitful children on the First and Second

<u>Cheating Tests.</u>							<u>Ly- ing Sco- re.</u>	<u>Tots Rat- ing.</u>
<u>Sul. No.</u>	<u>FIRST CHEATING TEST.</u>			<u>SECOND CHEATING TEST.</u>				
	<u>No. of changes</u>	<u>Total correct Ans.</u>	<u>% Cheat- ing.</u>	<u>No. of changes</u>	<u>Total correct Answers</u>	<u>% Cheat- ing.</u>		
3	38	108	35%	110	35	32%	3	-1
9	32	106	30%	86	6	7%	3	-1
10	22	135	16%	126	16	12%	3	0
21	28	101	28%	93	12	13%	3	-1
23	16	148	11%	107	3	3%	3	-1
28	38	171	22%	100	9	9%	2	-1
29	29	144	27%	103	13	13%	3	-1
30	27	135	20%	121	3	2%	2	0
32	72	138	38%	147	62	35%	3	-1
36	57	157	36%	109	12	11%	2	-1
37	58	159	36%	134	8	6%	2	-1
39	83	202	41%	132	28	21%	3	-1
43	82	158	52%	105	6	6%	3	-1
44	56	162	35%	107	16	16%	3	-1
45	33	126	26%	99	14	14%	3	0
49	18	162	11%	96	-	-	3	0
54	48	158	31%	113	9	8%	3	-1
56	16	119	14%	96	21	21%	3	-1
61	18	155	12%	114	10	9%	3	0
64	9	98	10%	101	22	22%	3	-1
		Mean	26.5%	Mean		13%		

### E. Statistical Treatment of Results.

Using the scores of the Deceitful group from Table VII the correlations shown in Table XI were found.

	1st Cheating Test.
Intelligence	- .2227
Age.	- .1063
2nd Cheating Test.	+ .1033

Table XI Correlations of the First Cheating Test with Age, Intelligence and Second Cheating Test.

In order to compare the Intelligence scores of the Deceitful and Honest groups, it was necessary to determine whether the difference between the two means, was statistically significant. For this purpose the "t" formulae was used.

$$t = \frac{M_1 - M_2}{\sqrt{\left( \frac{d_1^2 + d_2^2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where, t = % difference between the means due to chance.

$M_1$  and  $M_2$  = The means of each group

$d_1^2$  &  $d_2^2$  = The sum of the deviations of each value from the respective means, squared.

$n_1$  and  $n_2$  = The number of subjects in each group.

The value of "t" at the 5% level was taken as being significant.

	Intelligence.
Mean of Deceitful Group	107
Mean of Honest Group	112
t	10-20%

TABLE XII. Showing the percentage difference between the means of both groups for Intelligence due to chance.

The same formula was used to find whether the difference between the means of the cheating scores for boys and girls was significant. (Scores given in Table IX)

	Cheating Test.
Mean Cheating Score for Girls	31.8%
Mean Cheating Score for Boys	17%
	1%

Table XIII Showing the percentage difference between the means of both groups due to chance.

#### F. CONCLUSIONS.

##### a) Relation between Intelligence and Deceit.

A correlation of - .2227 was found between Intelligence and the cheating scores obtained from the Duplicating Technique. (This figure compares favourably with a correlation of -.252 found by Hartshorne and May (1)).

The value for "t" in Table XII, shows that the percentage difference between the means for the Intelligence of both groups to be 10-20%. This value is not significant, and therefore no comparison can be made.

b) Relation between Age and Deceit.

A correlation of  $-.1033$  was found between the ages, and cheating scores of the subjects.

Comparing the average ages of the Deceitful and Honest subjects in Tables V and VI, it can be seen that the honest subjects are on the average younger than the deceitful subjects.

c) Relation between Sex and Deceit.

From Table X it can be seen that the value of "t" is less than 1%, which indicates that the difference between the means is significant, and a comparison can be made. From the comparison it can be concluded that in this study the girls cheated to a much greater degree than the boys. (Hartshorne and May (1) found that sex differences in cheating varied from school to school.)

d) Relation between the two Cheating Tests.

The correlation between the two cheating tests was found to be  $+.1033$ . This low correlation can be explained by the fact, that the situations in which the tests were given were extremely different. In the first cheating test, the times for each sub-test were reduced, whereas in the second

test the times were not reduced. Even though different material was used in both tests, the reduction in time on the first test meant that each subject would answer fewer questions, and therefore have more incentive to copy answers from the key. Another point is that the answers to the second cheating test were read out and not handed out in the form of keys. This meant that the subject had less chance of changing or adding on any answers.

From the deceit scores given for both tests in Table X it can be seen that 19 out of the 20 deceitful subjects cheated less on the second test than they did on the first. The obvious conclusion from these facts is that opportunity plays an important role in determining the amount of cheating, i.e. the amount of cheating varies directly with the opportunity to deceive.

An interesting point arising from the results shown in Table X, is that 19 out of the 20 deceitful subjects cheated on both tests, lied about their cheating, and were mostly rated as being deceitful in this type of behaviour. The honest children on the other hand did not cheat on either test, and were mostly rated as being honest. These facts tend to support the findings of Mc Kinnon which have been discussed in Chapter I, i.e. the deceitful subjects were consistently deceitful, while the honest subjects were consistently honest.

Despite the fact that both groups were consistent in their behaviour on the tests given in this investigation, it cannot be generally stated that children with deceitful tendencies are deceitful in all situations. The consistency reported here must remain restricted to the tests used to measure cheating and lying in a classroom situation.

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## CHAPTER III.

### THE MEASUREMENT OF PERSONALITY.

#### A. The Subjects.

The personality test was applied to the two groups of Honest and Deceitful subjects, selected from the results of the deceit tests and teachers ratings.

The average age of the Deceitful subjects was 12 years 6 months and their average Intelligence Quotient was 107.

The average age of the Honest subjects was 11 years 10 months and their average Intelligence Quotient was 112.

#### B. The Personality Test.

The Rorschach Inkblot Test was used in the present study to compare the personalities of the deceitful and honest groups of subjects.

Administration: In order to standardise the administration of the test as much as possible, the same procedure was adopted for each subject.

On entering the room the subject was asked to be seated on a chair close to the one in which the examiner was seated. Some of the subjects seemed ill at ease, and it was necessary to make them feel more comfortable by chatting informally for a few minutes before proceeding with the test. Once a friendly atmosphere had been established, the subject was told that he was about to do a very interesting test.

The test was introduced by the following explanation,

"You know what an inkblot is dont you? - I'm sure you have often made them on your books. Well, these cards I am going to give you are made of inkblots."

"I am going to give you the cards one by one, and I want you to tell me what you see in these pictures of inkblots. You can take your time over each card, and please notice there are no right or wrong answers. Make sure you tell me everything you see in the blots."

The cards were handed directly to the subjects, and they were told to put them down on the table when they had seen all they could. Everything the subject said during the test was recorded, and all long pauses were timed.

After the actual test, the inquiry was introduced in the following manner.

"Now I have some questions to ask you about some of the things you saw just now."

All explanations made by the subject during the enquiry were recorded.

Throughout the test the experimenter avoided the use of leading questions.

Scoring: The University of Cape Town's modification of the Rorschach Institute and Becks methods of scoring was adopted. In addition, the F+, F-, and P responses, were scored in accordance with Becks lists of these responses.

### C. Results.

The scored tests for both groups are given in Appendix B.

Tables XIV and XV show the results of the various Rorschach factors for the Deceitful and Honest groups respectively.

It will be noted that the differences between the means of the various factors of the two groups are not very large. In order to find whether the differences were statistically reliable the "t" formulae, described in Chapter II, was applied to the results. The values for "t" giving the percentage difference, between the means, due to chance are shown in Table XVI.

The values for "t" below the five percent level have been treated as being significant. From Table XVI it is clear that only the S, and FM responses are statistically significant. Thus in comparing the personality of the two groups, only these factors can be considered.

TABLE xiv. SCORES OF THE DECEITFUL GROUP ON THE RORSCHACH TEST.

SUBJECT NO.	R	W%	D%	d%	SX	EB	NonF%	%F+	M	C	FM	m	C'	e	Last 3 Cards %	CF	C	FC	V	Y	Ad+A	H + HD	M+FM+m	C+C'+e+V+Y	P
3	27	4	74	22	0	0	26	53	1 : ½	4	0	0	0	30	0	0	1	0	1	21	1	5	2	1	
9	29	4	86	10	0	0	45	75	1 : 5½	1	1	3	1	34	1	2	3	0	2	16	1	3	12	2	
10	28	7	68	25	0	1	29	74	1 : 2½	1	0	0	0	36	0	1	2	1	2	14	5	2	6	1	
21	34	9	76	15	4	1	32	78	2 : 5	3	0	2	0	38	0	3	1	0	1	16	4	5	7	4	
23	28	7	64	29	5	0	18	99	0 : 1	2	0	0	1	39	0	0	1	1	0	15	6	2	3	10	
28	52	8	67	25	2	4	50	67	4 : 3½	6	3	2	0	35	1	1	2	8	2	21	9	13	16	7	
29	40	7	63	30	5	0	40	62	1 : 4	5	0	0	1	37	2	0	4	4	0	15	4	6	11	1	
30	36	6	72	22	0	1	33	69	3 : 1	3	1	0	0	28	0	0	2	1	2	20	5	7	5	7	
32	20	5	75	20	1	4	30	78	1 : ½	1	0	0	0	30	0	0	1	2	1	8	1	2	4	3	
36	36	3	58	39	6	1	11	71	0 : 1	2	1	0	0	33	0	1	0	0	2	21	4	3	3	2	
37	27	11	67	22	0	1	18	77	4 : 0	0	0	0	0	33	0	0	0	0	2	10	11	4	2	4	
39	46	6	48	46	2	2	33	57	8 : 0	5	0	1	1	33	0	0	0	0	1	16	22	13	3	7	
43	41	2	76	22	0	4	34	61	4 : 1½	5	0	2	0	39	1	0	1	1	2	15	8	9	7	5	
44	20	10	85	5	0	3	55	69	1 : 1	4	0	0	0	40	0	0	2	0	0	10	3	5	2	4	
45	37	5	68	27	0	5	40	71	2 : ½	11	0	0	0	32	0	0	1	0	1	22	5	13	2	6	
49	49	10	59	31	5	2	49	62	4 : 4	7	2	0	1	28	1	1	3	4	7	19	3	13	17	5	
54	27	52	41	7	2	8	55	67	1 : 1	5	1	1	0	22	0	0	2	3	3	14	3	7	9	5	
56	74	4	57	39	10	2	53	74	1 : 7	5	0	7	3	31	4	0	6	9	6	24	8	6	35	8	
61	23	13	74	13	0	2	35	93	1 : ½	5	0	0	0	35	0	0	1	0	1	15	5	6	2	8	
64	34	29	65	6	0	8	50	50	2 : 3½	7	2	0	0	32	0	2	1	1	5	19	2	11	10	6	
MEANS	35.4	10	67	22.7	2	2.5	35.8	70.3	2.1 : 2.1	4.1	.5	.9	.4	33	.5	.5	1.7	1.75	2.1	16.5	6	6.75	8	4.8	

TABLE XV. SCORES OF THE HONEST CONTROL GROUP ON THE ROBSCHACH TEST.

SUBJECT NO.	R	W%	D%	d%	SI	IS	NonF%	%F+	M	C	FM	m	C'	e	Last 3 Cards %	CF	C	FC	V	Y	Ad+A	H+Ha	M+FM+m	G+C'+e+V+Y	P
2	34	3	85	12	0	0	21	78	1 : 1½	1	0	0	0	0	41	1	0	1	0	2	17	11	2	4	7
7	40	0	65	35	0	0	7	76	1 : ½	0	0	0	0	1	32	0	0	1	0	1	18	6	1	3	4
8	26	8	54	38	0	1	27	58	3 : ½	1	1	0	0	0	35	0	0	1	1	0	11	6	5	2	5
13	25	0	80	20	0	1	16	71	2 : 0	1	0	0	0	0	20	0	0	0	1	0	12	6	3	1	4
17	46	5	54	41	0	2	22	50	1 : 3	3	1	0	2	45	1	1	1	0	1	26	5	5	6	2	
25	33	18	69	13	1	2	24	80	3 : 1½	2	0	0	0	0	33	0	0	3	0	0	16	5	5	3	6
31	20	20	60	20	0	2	10	67	1 : 0	1	0	0	0	0	20	0	0	0	0	1	9	7	2	1	3
34	22	4	77	18	0	0	0	82	0 : 0	0	0	0	0	0	27	0	0	0	0	0	14	6	0	0	3
41	32	9	82	4	0	0	28	91	3 : 2	3	0	0	0	0	31	0	1	1	0	1	16	8	6	3	7
42	33	21	70	9	1	1	30	70	1 : 2	5	1	0	1	39	0	1	1	2	0	17	3	7	5	8	
47	29	31	66	3	0	3	52	64	1 : 4	4	3	0	0	52	0	1	5	1	4	12	1	8	11	4	
48	33	9	82	9	0	2	14	78	1 : ½	2	1	0	0	33	0	0	1	1	1	22	3	4	3	7	
50	56	5	67	28	2	0	34	78	1 : 4½	5	2	3	0	28	2	1	2	2	3	17	3	8	13	3	
51	34	12	68	20	2	3	29	58	1 : 2	2	0	1	0	29	1	0	2	1	3	19	9	3	8	5	
52	23	48	48	4	1	5	61	44	2 : 2	2	3	2	0	17	0	0	4	3	2	5	2	7	11	3	
53	13	77	23	0	0	1	61	20	2 : 1½	3	1	0	0	23	0	1	0	0	2	7	2	6	3	4	
57	32	6	72	22	1	0	19	54	0 : 0	0	0	0	0	40	0	0	0	3	4	12	1	0	7	4	
58	22	14	77	9	0	2	27	75	0 : ½	4	0	0	0	32	0	0	1	0	1	14	1	4	2	4	
59	31	3	68	29	0	3	29	68	1 : ½	5	0	0	2	32	0	0	1	0	1	25	2	6	4	5	
62	27	11	63	26	2	1	41	50	0 : 6½	0	3	1	0	19	0	4	1	2	5	3	0	3	13	0	
MEAN :	30.5	15.2	66.7	18	.5	1	27.6	65.6	1.25 : 1.65	2.1	.8	.35	.3	31.5	.25	.5	1.3	.85	1.65	14.6	4.3	4.25	5.25	4.4	

	R	W%	D%	a%	SI	IS	NonF%	F+%	M	C	MI	M	C'	e	Last 3 Cards %	CF	C	FC	V	Y	A	H	M+MI+m	C+C'+o+V+Y	P
Means for Deceitful Group	35	10	67	23	2	2.5	35	70	2	2	4	.5	1	.4	33	.5	.5	1.7	1.7	2.1	16.5	6	6.75	8	4.8
Means for Honest Group	30	15	67	18	.5	1	27	66	1	1.6	2	.8	.3	.3	31.5	.25	.5	1.3	.85	1.6	14.6	4.3	4.25	5.25	4.4
t	10%	20%	90- 100%	20%	2%	5%	10%	30%	10%	50%	<1	30- 40%	20%	60%	20- 30%	30- 40%	80- 90%	30- 40%	20- 30%	30- 40%	20- 30%	20%	10%	10-20%	60%

TABLE XVI. MEANS OF ROESCHACH VALUES FOR BOTH GROUPS, AND VALUE FOR "t"

(Scores for Missing, Fabulizing, and Mythological responses have not been included in the Tables owing to their infrequent occurrence in the tests.)

D. Discussion of Significant Values:

Generally the white space response shows a certain contrariness on the part of the subject, as the inkblots are usually perceived as black or coloured figures on a white background. (6) The reversal of figure and ground indicates a need for changing the environment due to negativistic attitude towards it, or because the situation is intolerable to the subject. (7) Rorschach thought that S responses showed some type of oppositional tendency. These oppositional tendencies may be directed against the environment as overt aggressive behaviour, or against the self expressed as self-criticism (8)

The method of scoring used in the present study divides the space responses into two categories.

- 1) SX - representing responses in which the object is seen in a white space. e.g. D5 seen as a "top" in Card II.
- 2) WS - representing responses in which the white space, is part of an object seen in the whole blot e.g. Q 30 in Card I seen as the eyes of an animal which is represented by the whole blot.

SX responses indicate an assertive or aggressive attitude. WS responses indicate self-criticism, and when found to any great extent it represents a conscious feeling of inferiority.

In addition, the writer suggests that the recognition of the space responses might be due to a certain boldness in the subject. He is not afraid to see things contrary to the normal way of looking at them.

The animal movement responses are generally taken to

represent primitive instincts and drives, such as those found in young children. Hence FM shows an element of childishness.

E. Interpretation of the Difference in Personality between the two Groups.

The means for the S, and FM responses, are larger in the deceitful group than in the honest group. This implies that the deceitful children tend to be more aggressive, negativistic, and assertive, and at the same time more childish than the honest children. They may also be more self-critical than the honest children. This however is doubtful, as the value of "t" for the XS responses is at the 5% level.

Table I, in Chapter II, shows that the majority of the children are aware of the fact, that cheating is not acceptable to their school authorities. Thus the children who cheated, behaved in a manner contrary to that authority. Their adaption to their schoolwork has involved methods different to those of the honest children, i.e. they tend to show oppositional elements, expressed as aggression towards their environment.

Another interpretation of the significance of the space response, is that it may represent a certain amount of boldness on the part of the deceitful subjects. A child considered to be honest, may not cheat simply because he is afraid of the consequences should he be detected. The deceitful child however, may overcome the fear because of

this element of boldness which the honest child lacks.

Other workers have found similar elements in the personalities of deceitful subjects, such as those indicated by the significance of the space responses. McKinnon (5) found his deceitful subjects to be more aggressive than the honest subjects when questioned about their cheating. Wickman's (4) work on teachers ratings of children indicates that deceit is closely related to oppositional tendencies, such as aggression and disobedience.

The significance of the FM responses indicate that the deceitful subjects revert to more childish behaviour than the honest subjects. This may possibly be linked up with the fact that, as in younger children the deceitful subjects tend to disregard moral standards even though they are aware of them.

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## CHAPTER IV.

### General Summary and Conclusions.

The general points of interest found in this comparative study of deceitful children are:-

- 1) There is a low negative correlation between cheating and Intelligence.
- 2) There is a low negative correlation between cheating and age.
- 3) Deceitful subjects are on the average older than honest subjects.
- 4) The girls cheated to a much greater extent than the boys.
- 5) The amount of cheating varies directly with the opportunity to deceive.
- 6) The behaviour of both groups of subjects tends to be consistent on the tests of deceit given.
- 7) The deceitful subjects are more aggressive than the honest subjects.
- 8) The deceitful subjects revert to more childish modes of behaviour than the honest subjects.

These findings are restricted to the specific aspects of Deceitful behaviour tested in this study viz. Cheating and lying in the classroom.

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APPENDIX A.

TABLE 1 SCORES OF 43 SUBJECTS

SUBJECTS NUMBER	VOCABULARY		D S K CR A
	NO. CORRECT ANSWERS	NO. OF CHANGES.	
1	26	-	1
* 3	34	9	2
4	21	-	1
6	29	-	2
* 9	34	8	2
* 10	45	6	3
11	37	-	2
12	27	-	1
14	31	4	2
15	39	1	2
16	48	-	2
18	42	2	1
19	46	1	2
20	30	2	2
* 21	37	12	2
22	14	-	1
* 23	50	2	4
24	29	-	1
26	36	-	2
27	28	1	1
* 28	55	9	5
* 29	39	2	5
* 30	47	8	3
* 32	45	7	5
33	58	12	3
35	47	1	3
* 36	51	12	4
* 37	58	17	4
38	38	10	3
* 39	65	22	5
40	48	2	4
* 43	43	14	5
* 44	52	15	5
* 45	42	9	3
46	36	14	5
* 49	49	2	2
* 54	61	20	4
55	42	-	2
* 56	37	-	3
60	48	1	1
* 61	60	7	3
63	62	2	2
* 64	27	2	1

\* Deceitful subjects solo

TABLE 11 SCORES OF 20 DECEITFUL SUBJECTS ON THE SECOND CHEATING TEST.

SUBJECT NO. NO.	CLASSIFICATION		ANALOGIES		NUMBER COMPLETION		STORY COMPLETION		LETTER TEST.	SAME OPPOSITE.		FIGURE TEST.		TOTALS.			
	NO.	CORRECT.CHANGES.	NO.	CHANGES.	NO.	CHANGES.	NO.	CHANGES.	NO.	NO.	NO.	NO.	NO.	NO.	PERCENTAGE		
3	11	2	20	2	12	10	20	9	19	8	17	-	11	4	110	35	32%
9	12	1	20	-	11	-	17	3	4	-	15	2	6	-	85	6	7%
10	11	-	24	-	14	2	23	2	13	3	27	5	14	4	126	16	12%
21	10	1	22	2	8	1	7	2	13	4	26	2	7	-	93	12	13%
23	17	1	16	-	7	-	16	1	14	1	25	-	12	-	107	3	3%
28	15	2	19	-	2	1	22	1	12	1	23	-	7	4	100	9	9%
29	10	-	14	2	10	6	22	-	11	3	30	-	6	2	103	13	13%
30	14	1	18	-	8	1	24	-	13	1	32	-	12	-	121	3	2%
32	14	2	23	7	15	10	25	7	12	6	40	9	18	11	147	52	35%
36	10	-	21	2	7	2	20	1	10	2	29	-	11	5	109	12	11%
37	13	2	20	2	14	1	25	-	11	2	20	-	10	1	134	8	6%
39	15	2	22	1	17	3	22	-	16	7	35	8	15	7	132	28	21%
43	14	-	11	-	8	1	22	-	14	3	29	2	7	-	105	6	6%
44	11	-	20	2	10	4	16	2	13	4	25	-	12	4	107	16	16%
45	11	2	14	4	7	1	19	2	12	1	27	3	9	1	99	14	14%
49	12	-	22	-	6	-	20	-	9	-	20	-	9	-	96	-	-
54	12	-	24	-	14	-	17	2	11	2	21	4	14	1	113	9	8%
56	12	-	12	1	7	3	19	5	11	4	29	6	5	2	96	21	21%
61	14	-	19	4	12	1	23	-	15	4	33	-	8	1	114	10	9%
64	14	5	22	3	12	1	14	5	8	1	20	4	11	3	101	22	22%

C.E.I. PUPIL DATA SHEET. (LYING QUESTIONNAIRE)

NAME: .....

SCHOOL: .....

STANDARD: ..... DATE: .....

Answer the questions by underlining "Yes" when you mean "Yes" and by underlining "No" when you mean "No". You may leave out any questions you would rather not answer.

- |     |   |      |     |
|-----|---|------|-----|
| 1.  | Do you like dogs?   | Yes. | No. |
| 2.  | Do you like horses?   | Yes. | No. |
| 3.  | Do you like cats?   | Yes. | No. |
| 4.  | Do you like any other animals?  | Yes. | No. |
| 5.  | Do you like to play with other children.                                    | Yes. | No. |
| 6.  | Do other children let you play with them?                                   | Yes. | No. |
| 7.  | Did you ever run away from home?  | Yes. | No. |
| 8.  | Do people find fault with you much?   | Yes. | No. |
| 9.  | Do you make your finger sore by biting your nails?                          | Yes. | No. |
| 10. | Can you sit still without fidgeting?  | Yes. | No. |
| 11. | Are you usually happy?  | Yes. | No. |
| 12. | Do you ever feel that nobody loves you?                                     | Yes. | No. |
| 13. | Is it easy to get you cross over very small things?                         | Yes. | No. |
| 14. | Can you stand pain as quietly as others do?                                 | Yes. | No. |
| 15. | Do you feel that nobody quite understands you?                              | Yes. | No. |
| 16. | Do you find school a hard place to get along in?                            | Yes. | No. |
| 17. | Do you find home a hard place to get along in?                              | Yes. | No. |
| 18. | Do you usually feel well and strong?  | Yes. | No. |
| 19. | Do you feel well rested in the morning?                                     | Yes. | No. |
| 20. | Do you feel bored a good deal of the time?                                  | Yes. | No. |
| 21. | Do your teachers generally treat you right?                                 | Yes. | No. |
| 22. | Do you have a hard time making up your mind about things?                   | Yes. | No. |
| 23. | Do you ever have a strong desire to steal things?                           | Yes. | No. |
| 24. | Do you think you have more fears than most people?                          | Yes. | No. |
| 25. | Do you get tired of people easily?  | Yes. | No. |
| 26. | Did you ever copy the homework of another pupil and hand it in as your own? | Yes. | No. |

- |     |  |      |     |
|-----|--|------|-----|
| 27. | Have you done so more than once?   | Yes. | No. |
| 28. | Were you late for school more than once in the last month?   | Yes. | No. |
| 29. | Did you ever give a false or "fake" excuse for being late for school?  | Yes. | No. |
| 30. | Did you give a "fake" excuse more than once?   | Yes. | No. |
| 31. | Did you ever cheat on an examination?  | Yes. | No. |
| 32. | Have you cheated on an examination more than once?   | Yes. | No. |
| 33. | Did you ever cheat on any sort of test?  | Yes. | No. |
| 34. | Have you ever cheated on such tests more than once?  | Yes. | No. |
| 35. | When the teacher asks you a question you cannot answer, do you say "I do not know?"  | Yes. | No. |
| 36. | Or do you put up a bluff?  | Yes. | No. |
| 37. | Did you ever permit another pupil to copy your work and hand it in as his own?   | Yes. | No. |
| 38. | Have you done this more than once?   | Yes. | No. |
| 39. | Do you remember taking some tests a short while ago given by a person not your teacher?  | Yes. | No. |
| 40. | On some of the tests you had a set of answers to correct your papers by, did you copy any answers from the set?                                      | Yes. | No. |
| 41. | Do you think that to do so is really cheating?   | Yes. | No. |
| 42. | On any of these same tests, did you copy answers from other pupil's papers?  | Yes. | No. |
| 43. | Do you think that to do so is really cheating?   | Yes. | No. |
| 44. | Would it be right for you to cheat if you saw everyone or almost everyone else doing it?   | Yes. | No. |
| 45. | Would it be right if you thought the questions unfair?   | Yes. | No. |
| 46. | Would it be right if you wanted to stand highest?  | Yes. | No. |
| 47. | Would it be right if you wanted your class to get ahead of some other class?   | Yes. | No. |
| 48. | Do you think that cheating on tests or examinations is ever right?   | Yes. | No. |
| 49. | Do you think many children cheat on school work?   | Yes. | No. |
| 50. | If you think it is ever right to cheat under what circumstances would you feel justified in doing so, or in what way do you think it is right? ..... |      |     |
| 51. | If you did copy on any of these tests that you took a little while ago, or received help you should not have received, just why did you do .....     |      | so? |
| 52. | Have you answered all the questions honestly and truthfully?   | Yes. | No. |

APPENDIX. B.

RORSCHACH RECORDS

OF 20 DECEITFUL CHILDREN.

SUBJECT No.3 11 years 3 months (Girl)  
Record obtained 9th June, 1948

I.Q. 106.

I.

30" ^ 1) "Looks something like a butterfly" (W  
without D5 & d21)  
4 open spaces. D:F+:A

2" ^ 2) "Two little things like horns" (D1 - Form) D:F+:Ad

^ 3) "Looks like the tail of something" (d31) d:F+:Ad

II.

30" ^ 1) "Looks like some insect" (D2 - Tortoise) D:F+:Ad

45" ^ 2) "Looks like a sharp claw" (D4 - Form) D:F+:Ad

30" ^ 3) "Looks like a tail" (d 24)  
Wide open space D:F+:Ad  
Descrip.

III.

^ 1) "These two look like men bending" (D1) D:M:H(P)

20" ^ 2) "Looks like a fire" (D2 - fire place) D:F+:Ar.

^ 3) "A red bow" (D3 - Form) D:FC: Cg.

^ 4) "Looks like a spider" (D2 - on cobwebs) D:F+:A

IV.

< 1) "Looks like legs" (D4 - Animal's leg) D:F+:Ad

^ 2) "Looks like two eyes (31) in face of an  
animal" (D1) D:F+:Ad

^ 3) "Looks like tail part " (D3 - Animal tail) D:F+:Ad

V.

30" ^ 1) "Looks like legs of something" (D9 - Insect) D:F+:Ad

^ 2) "These look like wings" (D4 - D1 - Bats  
wings) D:F+:Ad

45" ^ 3) "Two little horns" (D2 - of a snail) D:F+:Ad.

.....  
That's all.

VI.

50" v 1) "Claws - these two little things" (d21) d:F+ad  
No - nothing more.

VII.

30" ^ 1) "Two little dogs standing on something" (D2) D:FM:A  
^ 2) "Looks like the window of a house" (d23) d:F+AR

VIII.

1'15" < 1) "These two look like mice" (D1 - standing) D:FM:A  
^ 2) "Looks like a tree or something" (D4 cutt  
off) D:FY:Bot

IX.

40" xv ^ 1) "These things look like claws" (d25) d:F-:Ad  
^ 2) "Looks like a face" (d - animal) d:F:Ad

X.

30" v 1) "Looks something like insects" (D8 - Form) D:F +:A  
v 2) "Looks like a frog" (D7 - lying down) D:FM:A  
45" ^ 3) "Looks like a little dog lying down" (d21) d:FM:A  
^ 4) "Looks like sea weed" (D4 - Form) D:F-:Bot.

-----

SUBJECT No. 9 10 years 5 months (Girl)  
Record obtained 14th June, 1948.

I.Q. 110.

.....

I.

- 1) "Looks like clouds" (D2 - Black clouds) W:FC:Cld.
- 2) "Looks like butterfly's body" (D3) & wings" (d33) D:F-:A
- 3) "Looks like a bird" (D5 + d21 - Form) D:F+:A

II.

- 30" 1) "Looks like socks" (D2 - red socks) D:FC:CG.
- 2) "Looks like a spear" (D4 - Form) D:F+:Imp
- 3) "Looks like elephants" (D1 - Black) D:C:F:A

III.

- 1) "Two men making a fire" (D1) D:M:H(P)
- 2) "Butterfly" (D3 - Form) D:F+:A(P)
- 3) "Clouds" (D2 - Form only) D:F+:Cld.
- 4) "Fire here" (D8 - Form) D:F+:Fire
- 5) "Two stones" (D4 - rocks) D:FY:Ls

IV.

- 20" 1) "Looks like horns" (D4 - A buck's) D:F+:Ad
- 2) "Look like cow's udder - where you get milk from" (D1 - Form) D:F-:Ad.

V.

- 25" 1) "Looks like a rabbit here" (D7 - Form) D:F+:A
- 2) "Looks like a goat skin" (D4 - looks rough and black) D:FC'c:Ad

SUBJECT No. 9 - page 2.

VI.

- 25" ^1) "Looks like a butterfly's wings" (D6 - Form) D: F+Ad  
^2) "Cat's whiskers" (d26) D: F+Ad  
(This blot would cover the whole word you wrote) Descrip.

VII.

- 40" ^1) "Looks like a butterfly here" (D4 - Form) D: F+ A  
This edge is lighter than that. Descrip.  
^2) "This looks like a fowl" (D3 - No head) D: F- A  
(Missing)

VIII.

- 20" <1) "These two look like rats climbing" (D1) D: FM: A  
^2) "Looks like a fire" (D2 - Blaze of colours) D: C: Fire  
1'25" ^3) "Looks like part of a roof" (D4 - thatch) D: F- : AR  
(Hold card for a long while before returning it)

IX.

- 45" ^1) "Looks like carrots" (D3 & D1 - Form and colours) D: FC: Bot  
1'45" ^2) "Looks like smoke going up" (D6 - light and dark) D: YM: Smoke

X.

- ^1) "Looks like crickets" (D8 - Form) D: F+ : A  
40" ^2) "Caterpillars" (D4 - Form and colour) D: FC: A  
45" ^3) "Looks like crayfish" (D1) D: F+ : A (P)  
^4) "Leaves" (d22 - colour) D: CF: Bot  
1'15" ^5) "Looks like clouds" (d21 - sun on them - colour) D: C: Cl d.

-----

SUBJECT No.10 10 years 8 months (Girl)  
Record obtained 14th June, 1948.

I. 9. 125.

.....

- I.
- 25" ^1) "Looks like a butterfly" (W - Form) W:F+:A(P)
  - ^2) "Seaweed" (side of D2 at bottom - Brown colour) D:FC:Bot.

- II.
- 40" ^1) "Looks like a face" (Top part of 2) )Pixie's face with a red cap) d:FC: Hd(Myth)
  - ^2) "Looks like a bird"(Lower part of 2 - Form) d:F+:A
  - ^3) "A fire there" (D3 - red flames) D:C:Fire

- III.
- ^1) "Looks like a bow" (D3 - Form) D:F+:Cg.
  - 45" ^2) "Two hands here" (D5 - Form) D:F+:Hd
  - 25" ^3) "Two trees here" (D4) D:FY:Bot

- IV.
- 2" ^1) "Looks like a man walking" (W - 1) D:M:H
  - 1 1/2" ^2) "Looks like some animal's face" (D1)(GHer) D:F-:Ad

- V.
- 60" ^1) "Also look like a butterfly"(W - D6 - Form) W:F+:A
  - ^2) "Looks like a pair of socks" (D2 - Form) D:F-:Cg.
  - 50" ^3) "A man's face" (D5 - Form) D:F+:Hd

- VI.
- 45" ^1) "Sea weed" (D4 - pieces) D:F-:Bot
  - ^2) "Butterfly" (D3 - Form) D:F+:A

- VII.
- 35" ^1) "Flag" (d23 & d 27 - Form) d:F - :Cer
  - ^2) "A face" (D3 - Dog's) D:F+:Ad

50" ^ 3) "A dog" (D2 - Form)

D: F+: A

VIII.

30" < 1) "A chameleon" (D1 - Form)

D: F+: A

^ 2) "A River" (d30 - looking from high up)

d: EV: Ls

3) "A lion's face" (Part of D1 - Form)

d: F+: Ad

IX.

1) ^ "A river " (D3 - run far away)

D: EV: Ls

40" < 2) "Two eyes" (D5 23)

sd: F+: Hd

60" ^ 3) "A dog's face" (d)

d: F+: Ad

^ 4) "A crocodile" (D5 + d30 - Form)

D: F+: A

X.

^ 1) "A tortoise crawling" (D7)

D: FM: A

^ 2) "A monkey" (D2 - Form)

B: F+: A

^ 3) "Elephant's face" (D6 - Trunk)

D: F+: Ad.

-----

SUBJECT No. 21. 11 years 10 months (Boy)  
Record obtained 9th June, 1948.

I.Q. 105.

.....

I. 30"

1. ^ "Some part of a person's body". (D4 - Form) D:F4:Ha.

2. laughs. "Dog's face - like a black dog"  
(d.FC' -) d:FC':Ad

3. < "Some kind of mountain." (D2 - Peakd) D:F4:La

4. ^ "Looks like the jaw" (s 32 - Form) sd:F-:Ad.

II.

5. ^ "Looks like one dog's head and the other dog's  
head" (d 21 - Form) d:FM:Ad

6. "Is this blood?" (D2, 3) D:C:Bl.

7. "Looks like pliers which the dogs are holding  
in their mouths." (D4 - Form) D:F4:Im.

8. "Looks like the back of a butterfly" (D3 - Form) D:F4:A

9. "Looks like some kind of animal" (Small d of  
D 2 a small bird. Form) "The other one as  
well." d:F4:A

III. 20"

10. ^ "Looks like two native's heads". (D4.FC') D:FC':Ha.

11. "Looks like a fish". (D5 - Form) D:F4:A.

12. "Looks like trees" (D4 - Form) D:F4:Bot.

13. "Looks like an animal from the forest" (D2)  
"leopard or tiger" D:F4:A.

IV. 1'10"

14. v "This part looks like a wedding cake" (D1 - Form) D:F-:Fd.

15. ^v "Looks like the skin of an animal" (W without l) W:F4:A:P:

V.

16. ^ "This looks almost like a butterfly" (W. Form) W:F4:A:P:

SUBJECT No.21 - page 2.

- .....
17. ^ "This looks like the skin of an animal that you put over your shoulder" (W without D8,9.Form) W:F+:Cg.
- V1. 1'
18. ^ "Looks like some part of your body" (D5) D:F-:At.
19. 50" "Looks like the head of a snake"(D7) D:F+:Ad.
- V11. 45"
20. ^ "Two people looking at each other".(D2) D:H:H:P
21. v "Looks like a lampshade" (S7) SD:F+:Hh
- V11. 50"
22. < "Looks like meerkats these two walking over grass" (D1) (D5 - grass) DFM:C:AP.
23. ^ "The brownish part looks like rocks covered with snow". (D7. "rocks because little parts up and down. Colour when over rocks lightish and dark. Light part snow, and dark part snow. The rocks are darker brown".) D:CY:La.
24. ^ "Insects eating away a leaf". (D 5,4,3 and connecting white strips between them. The white bits are the insects. Leaf because green".) (DS:C:Et  
{ D:FM:A
- IX.
25. v "This part reminds me of a lamp hanging down" (S 8. Form) SD:F+:Obj.
26. < "Looks like a dog's face" (s 29) sd:F-:Ad.
27. v "Looks like a big umbrella". (D9 - Form) D:F+:Umbrella.
- X.
28. ^ "Reeds - seaweed - you get in water" (D1.F) D:F+:Bot.
29. ^ "Body of worms" (D 10 and D 5. D 10 FC) D:FC:A
30. ^ ditte. (D3) D:FC:A
31. ~~"One of these birds you get with a crop right~~

SUBJECT No. 21 - page 3.

.....

31. ^ "Some kind of animal". (d21, "eskimo dogs -  
lying down")

D: F+: A

32. v "One of those birds you get with a crop right  
out." (D2. "A pigeon")

D: F+: A

33. v "Looks like people hiding behind rocks" (D9  
the rocks, /36 the heads of people.)

D: M: H.

-----

Subject No 23. Age 11 Yrs. 6 Months.  
Record obtained 14th June, 1948.

.....

I. 1'30".

1. "The middle bit looks something like a lady." (D 4) D:F+:H:P:

2. "The two sides look something like wings. (d 21.) d:F+:A:

II.

3. "These two look like animals." (d 21. "The top of sheep.) d:F+:A:

4. "These two pieces look something like an animal." [Lower D 2. "Shape, ears, mouth." d:F+:A:

5. "This looks like the opening of a cave." (S 5 and D 6. "Rocks and looking out into the open, from inside the cave.") S:D:V:L:

III. 40"

6. "Looks like a butterfly." (D 3.) Form only. D:F+:A:P:

7. "The two white parts look something like a lake or a sea." [s 23. A sea in a map looks something like this.] s:F+:G:

8. "It looks almost something like a cat." (s 24. "Outline of a cat's face. Form) s:F-:A:

9. "Somebody's arms." (D 5) D:F+:H:

IV.

10. "Looks something like some animal skin. (W. bearskin.) W:F+:A:P:

11. "Somebody's feet." (D 6) D:F+:H:P:

12. "Looks like birds with long necks." (D 4) D:F+:A:

V.

13. "Looks something like a bat." (W without 23) W:F+:A:P:

14. "Looks like a person with a tail and a leg." (W. running.) D:F+:H:

VI.

15. "The black line down the centre looks something like a totem pole." (D 2.) D:F+:R:

Subject 23. (Continued)

.....

16. <sup>v</sup> "Looks something like a belt." (D 2.) D:F+:CG:
17. <sup>v</sup> "Looks like the skin of an animal." (D 1.)  
Furry . F:A:PI
- VII.
6. <sup>v</sup> "These two look like panthers ready to spring -  
< standing that way." (D 1.) D:FM:A:PI
11. <sup>v</sup> "Part of a skeleton." (D 3.) D:F+:A:PI
- IX.
20. <sup>v</sup> "An instrument they used in Orchestra" (D 5  
and S 8, Shape and light brown." SD:FC:IM: SD:FC:Em:
21. <sup>v</sup> "Looks like the top of somebody's head." (D 4.) D:F+:Hd:PI
- (For responses to card VII see continuation below)
- VII.
22. <sup>v</sup> "Looks like wings of a butterfly." (d 22.) d:F+:Ad:
23. <sup>v</sup> "These two look like girls faces with their  
^ hair sticking up." (D 1.) D:F+:Hd:PI
24. <sup>v</sup> "This looks like a lampshade." (S 7 and D 4  
as stand.) SD:F+:Hh:
- X.
25. <sup>v</sup> "These two look something like peacocks with  
^ tails sticking up." (D 4. "The green part  
looks like a tail) D:FC:A:
26. <sup>v</sup> "Looks like a spider." (d 27.) d:F+:A:
27. <sup>v</sup> "These two look like wolves howling in the  
^ night." (D 2. ) D:F+:A (f)
28. <sup>v</sup> "A dog running." (d 21.) d:FM:A:

Subject No 28. 12 Yrs. 6 months. (Girl)  
Record obtained 10th June, 1948.

.....

1. 30"

1. ^ "Looks like a sort of badge" (W. Form) W:F+:Ger:
2. ^ "A teddy bear peering through windows".  
(D 4 the teddy-bear. s 25 the windows) Ds: FM: A:
3. ^ "This here looks like some kind of animals.  
Both got one short and one longer ear. (D2) D: F-: A:
4. ^ "Two horns." (D1. Form) D: F+: A:
5. ^ "Looks like a pair of legs." (D3) D:F+:Hd:
- 11.
6. ^ "Ch, I can see something here. These are  
two dogs turning their heads." (D.1.) D:FM:A
7. ^ "Far in the distance there's a waterfall.  
As it gets nearer it disappears. (Lower  
d of D 4, lower space between d 27 and  
29 "where it runs down its foamy.") ds: FV: Ls:
8. ^ "Bird. Looks like eagles going to fight  
each other. (Lower d of D2.) d:FM: A:
9. ^ "The rest just looks like sky. (Upper D2.  
(d) light and dark colours made me think  
of clouds in the sky - at sunset - red." d:C: sky:
10. ^ "On the banks of the waterfall, a long  
pole, (D 4. Form) D:F+:Pole:
- 11.
- "Ch!"
11. ^ "This looks like parts of butterfly's wings.  
(d29. Form) do:F+:Ad:
12. ^ "Looks like shoes to me." (D 10) D:F+:Cg:
13. ^ "Looks like something coming down from the  
sky (D2. "A person coming down from the  
sky.") D: M: H:
14. ^ "Those are figures of people; seem to be  
coming out of smoke, like fire. )  
) D:M:H:P:

Subject 28.(Continued.)

15. ^ "Smoke coming out of a pit and as it comes )  
out from far below, it forms genies. (D1 )D:Ym:F1:(f)  
the figures .. The smoke D8, D4. "The )  
centre part looks like a deep hole, so )s:V: Hole:  
deep that you can't see the real colour, )  
just the smoke coming out and forming genies."
- 1V.  
Hm! As each one comes it gets more difficult.
15. ^ "Another waterfall. It goes right down  
getting bigger." (D5. FV) D:FV:Water:
16. ^ "Two huge feet." (D6. "with shoes.") D:F+:Hd:P:
17. ^ "Part of a body without a head."  
(W without D1 W:F+:H:Miss-  
ing.)
18. < "The neck of a swan." (D4.) D:F+:Ad:
19. ^ "Looks as if the feet had been in mud,  
and on the soles." (Little projections d:F+: Mud:  
from the heels make it look as if it  
were mud. "Looks as if it were dripping.")
- V.  
20. ^ "Looks like a bat." (W. Form) W:F+:A:P:
21. ^ "Also looks like a badge." (W without  
3C) W:F+:Cer:
22. < "Looks just like a beak." (D.9.) D:F+:Ad:
23. ^ "Looks like a rabbit's head from the back."  
(D6) D:F+:Ad:
- V1.  
24. V "A deep hole. Someone's dug goes right to  
the bottom. (D5 with s 3C. "Saw part going  
down to the mines. It stopped at 2".) Ds:V:Hole:
25. ^ "Looks like an animal - a sort of bird"  
(D3. "Wings, colour blended - black with  
the grey.") D:FY:A:
26. V "And in the middle there's another hole -  
a pit goes right down again." (d 23) d:V: Hole:
27. V "This part looks like an animal skin(D1) D:F+:A:P:
28. V "Looks like a face with horns, nose, eye." d:F-:Ad:  
(d24)
- V11.  
29. ^ "Two faces, as if they are fighting at  
each other hair flying up. It looks  
as if one is turning its head." (D2.) D:M:H:P:

Subject 28 (Continued)

30. V "Another like a river in the distance there (D6 with d 26 "River looks white as if looking at it from a plane.") D:C'V:hs:
31. V "Looks like an elephant's head supposed to be dancing with only one leg." (D 2.) D:FM:A:Missing.
32. ^ "Looks like a tiny little worm." (D6 and 26 the colour made me think of a worm - long and thin.") d:C'F:A:
- VIII. 20"
33. >< "A camelion this side." (D1. Form) D:Ft:A:Pi:
34. ^ "Looks like ribs and spine." (25 & d 21) Sd:F+:At:
35. ^ "Another painted waterfall." (d23. "Colour made me think of painted.") d:CF: Waterfal
- "Don't know what this is.
36. ^ V "Patches of grass. (D6. Edges rough. Think colour looks something like green.") D:FC:LS:
37. ^ "A mountain with a slit in the middle." (D 4. F) D:F+:LS:
- IX.
38. ^ "far very far a short of an arc (28. D:V:LS) SDV:LS: and
39. ^ "I can see something like the steeple of a Church (d 26) d:F-:Ar:
40. < "Like this it looks like a face". (D 4) D:F+:Hd:Pi:
41. V "Looks as if it is something just shooting out of the earth." (Earth D6. D6 the something shooting out") D9 D:MF:LS:
42. V "Part of wings." (D 3 without 7. Angels' wings.) D:F+:Hd:Rl:
- X.
43. ^ "Looks like the face of a buck except the horns are funny" (D 5.) D:F+:Ad:
44. V "These two look like a ship in the olden days with a head on." (D4. Form) D:F-:Tr:
45. ^ "These two look like caterpillars going like that from shock of seeing each other." D:FM:A: (D 9)
46. ^ "Two lions. Can't see the other legs. (D2.) D:F+:A:Missing

Subject No 28. (Continued).

47. ^ "Looks like fish going to water."  
(Light area of d 22.) d:FM:A:
49. ^ "Another waterfall (d24) you can  
see the water coming over those  
two boulders on the sides."  
(D 8). (D 11.) D:Fm:Water:
49. ^ "Looks like two birds on the sides  
there." (D 6. Blue-birds) D:FC:A:
50. ^ "A person flying far so that you  
can't see him - has two wings."  
(D 6) D:HV:H:

Subject No 29. 12 Yrs 7 months. Girl.  
Record obtained. 10th June, 1948.

I. 9. 101.

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I.

1. ^ "Two wings of a badge." (D 2.) De:F+:Cer:
2. ^ "Looks like a bird (d 21 "Only wings.") do:F+:Ad:
3. ^ "Looks like two faces looking at each other (D 1) Di:FM:Ad:
4. ^ "There's a hole there." (d 27) ad:V:Hole:
5. ^ "The neck coming round here." (s 32. Form) s:F+:Hd:
6. ^ "Looks like a tail." (d 31) di:F-:Ad:  
"Looks like two points coming up" Description.
7. ^ "Someone standing on their head looking down - head on the floor." D 6.) Di:M:H:
- II. 20"  
"A point going up." (D 4) Description.
8. ^ "A big hold in the middle." (D 6) SD:V:Hole.  
"Looks like a triangle"
9. ^ "Two faces looking at each other." (D 2.) "geese faces." Di:FM:Ad:
10. ^ "A map shape down here." (Outline of D 1. ds.) do:F+:Ge:
11. ^ "Two geese flying with their wings up." (D2) Di:FM:Ad:
- III.
12. ^ "Looks like two wolves looking at each other." (D 1) Di:FM:Ad:
13. ^ "A bow." (D 3. Form) Di:F+:Cg:
14. ^ "Bottom part of feet" (D 10) Di:F+:Ad:  
"Necks - noses - heads - arms - then holding something - a purse (D 4. The rest is a description of the wolves.) Description.
- IV.
15. > ^ "Two arms coming out." (D 4) Di:F+Hd:
16. ^ "Bare coming down." (D 5) Di:F-:Ad:

Subject No 22. (Continued)

17. ^ "The whole looks like a bat, the inside." (W) W:F+:A:

18. v "Ears ( d 28) + faces ( d 26) of an animal." d:F-:Ad:

V.

19. ^ "Looks like a bat - legs, wings, head, ears."  
(W)

W:F+:A:P:

VI.

"Oh Hang!

20) ^ "A face." (D 7) Whiskers or something ( d 26) D:F+:Ad:

21. ^ "A small little hole here." ( s 25) ad:V:Hole:

22. ^ " A long bone going down." (D 5) D:F+:At:

"Spots all over it." Description.

23. ^ " Looks like wings." (D 3) D:F+:Ad:

VII.

24. ^ "Two faces. (DL "Saboons.") D:F+:Ad:

"Slit in them." (d 26) Description.

"Two pieces going like that. (d 21) Description.

25. > "Look like tails." (D 5. A cats tail,  
looks a fluffy tail.) D:F+:Ad:

VIII.

"Hang! "

26. ^ "Looks like a heart or something."  
(D 4, 5. 2. From) D:F-:At:

27. ^ "A bone there, right down the centre."  
(d 21) d:F-:At:

28. >< "Looks like two cats climbing up. +  
tail, paws." (DL) D:FM:A:

"All different coloured inks." Description.

IX.

29. ^ "A long bone going down here." (D 5.) D:F-:At:

30. ^ "This bridge going across. (Small  
line joining D 7) d:F-:At:

Subject 29. (Continued)

- "Different coloured inks to the black ones." Description.
31. V 20" "Looks like something coming down - leaves, a flower at the top." (D 11 leaves. "Green and brown. "The pink (D 6) looks like a flower. W:CF:Bot:
32. ^ "Four little holes there." Just holes in blot." Description.
33. ^ "The orange looks like a map." (D 3 a relief map.) D:F+:Geog:
34. ^ "Two holes there in the green." Definite holes in ground. s&V:Hole:
- X.
35. ^ "Looks like a flower like that." (D 9, 11. FC) D:Fc:Bot:
36. V "Looks like a weapon or something - horns (D 10 ) D:F-:Obj.
37. ^ "Leaves. (d 22. Green shape.) d: CF:Bot.
38. ^ "Looks like animals - a lion (D 2. Main colour.) D:FC:At:
39. ^ "Looks like cherries hanging. (D 3. Shape colour.) D:FC: Bot.
40. ^ "A skew bridge hanging on it." (D 6) D:F+:At:
41. ^ "A man's leg with a boot or shoe." (small projection of D 6. d.) d:F-:H&:
- "Different coloured inks." Description.

SUBJECT No. 30 11 years 11 months (Girl)  
Record obtained June 8th, 1948.

I. Q. 118.

I.

- 1) "Looks like a cat's face" (W without D5 - Form) WS:F+;Ad
- 2) "Looks like a girl's costume" (D3 - Form) D:F+;Cg.
- 3) "Girl standing in centre and people with cloaks on dancing round her" (W) W:MsH(P)
- 4) "Two hands here" (D1 - Form) D:F+;Hd.

II.

- 1) "Head of two sheep" (D1 - without D4 & D3) D:F+;Ad
- 2) "These looks like snakes - ready to strike" (d in D2) d:FM;A
- 3) "Looks like horns here" (d25) d:F+;Ad
- 4) "A figure with a beard" (D4 - a Buddha) D:F-;Rl

III.

- 1) "Two men - bowing with hats in their hands" (D1) D:MsH(P)
- 2) "Looks like the root of a plant" (D2) D:F-;Bot
- 3) "Looks like a butterfly" (D3 - Form) D:F+;A(P)

IV.

- 20" 1) "Head of a bull with horns" (About 1/3 of top) D:F-;M
- 2) "Looks like skin of an animal" (D5 - Form) D:F+;Ad(P)
- 3) "Two little faces" (d21 - Form) d:F+;Hd

V.

- 1) "Looks like body of a child lying down" (D4) D:MsH
- 2) "Looks like a bat" (D7 + half of D4 - Form) (First attempt to turn card) D:F-;A
- 3) "Egg shaped things - eggs" (d - small details) d:F;Food
- 4) "This looks like a pair of tweezers" (D9) D:F+;IY

SUBJECT No.30 - page 2.

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**VI.**

- 30<sup>0</sup> ^ 1) "Scarecrow with arms sticking out and rags" (D11) D:F+:Obj.  
2) "Volcano that's erupting" (D5 - Boiling up) D:Fm:ls  
√ 3) "Two squirrels in a tree" (d24 - Form) d:F+:A  
^ 4) "Two statues" (d 25 - Form) d:F+:Art

**VII.**

- < 1) "Looks like a little dog" (D2 - Form) D:F+:A  
^ 2) "Looks like a little rabbit" (D2 - Form) D:F-:A  
^ 3) "Looks like part of a house in the bushes and mountains with sun setting" (d24 - house; d22 - bushes; d25 - mountains) D:FY:Gg<5  
√ 4) "Little jacket with neck part" (D4 - looks woolly because of shading) D:FY:Gg...

**VIII.**

- 30<sup>0</sup> < 1) "A wild animal ready to pounce" (D1 - Tiger) D:Fm:A(P)  
^ 2) "A tree with branches" (D4 & d30 - colour) D:F0:Bot  
< 3) "Head of a sphinx" (d26 - Form) d:F+:Art.

**IX.**

- 30<sup>0</sup> ^ 1) "Head of a reindeer with horns" (D2 - Form) D:F0:Ad.  
√ 2) "Looks like face of a dog" (D5 - Form) D:F-:Ad

**X.**

- 30<sup>0</sup> ^ 1) "Two lions rearing" (D2 - standing up) D:Fm:A  
2) "Part of faces of owls" (D6) D:F-:Ad  
3) "Tadpoles" (D8 - Form and greyish colour) D:FY:A  
4) "Octopus" (D1) D:F+:A(P)  
^ 5) "A rabbit's face" (D5 - Form) D:F+:Ad(P)

SUBJECT No. 32 13 years (Girl)  
Record obtained 16th June, 1948.

I. 9. 100.

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I.

1'30" ^ 1) "Could be an island with water around it  
and lakes in the middle" (W8 - Form) WS:F4:Geog.

2) "Could be a part with harbours" (D - Form) DS:F4:Le

35" 3) "Two birds sitting on a rock" (D5) D:FM:A

II.

45" ^ 1) "First thing they look like two bears (D1 -  
Form) D:F4:Ad(P)

111. ✓ 2) "Looks like branches" (D5 - Form) D:F4:Bot

30" ✓ 2) "Those two trees" (D4 -) - Form. D:FX:Bot

^ 3) "Somebody's - a man's face" (part of D2 -  
Form) d:Es:Hd.

IV.

2" ✓ 1) "Looks like a dog's head - flat one too (D8) D:F4:Ad.

1'15" < 2) "Looks like far away mountains" (d on edge) d:FV:Le

V.

^ 1) "Middle part looks like a rabbit" (D7 - Form) D:F4:A

35" ✓ 2) "Looks like a pear that's been cut in two"  
(D9 + s27 - Form) DS:F-:Bot.

VI. (Turns card round and round.)

4" < 1) "Looks like a native hut" (d - in the hills  
far away)  
Nothing more. d:FV:Le

VII.

2'15" < 1) "Looks like queer shaped dog" (D2 - Scotty) D:F4:A

1'45" ^ 2) "Looks like a fish - don't know what you  
call them" (D3 - flat and diamond shaped) D:F-:A

VIII.

15" < 1) "These two look like some type of animal"

SUBJECT No. 32 - page 2.

- I've seen before " (D1 - Form)

D: F: A (P)

45" V 2) "Little part here looks like backbone  
of a fish" (D3 - Form)  
Nothing else here.

D: F: At (P)

IX.

2'20" ^1) "Middle piece looks like a queer shaped  
dress" (SDS - Form)

SD: F: Cg.

^2) "Deers head - reindeer" (d)

d: F: Ad.

X.

^1) "Looks like part of our own body but I  
don't know what part " (d24 + D8 + sd -  
spine)

Ds: F: At.

^2) "Sweetpea" (d23 - Form and colour)

d: FC: Bot.

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Subject No 36. 12 Yrs. 4 months. Girl.

I.Q. 105.

Record obtained 11th June, 1948.

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I. 3'.

A 1) "Looks something like a face." (d 21 together with D5) d:F-:Hd:

A "Can't see anything else."

II. 4'.

A 2) "Two bears." (D 6. "Only face, noses up. Nose looking up) D:FM:Ad:

V 3) "A lamb's face." (D 2.) D:F+:A:

III. 1'30".

> 4) "Something like an animal." (D11. Form) D:F-:A:

V 5) "Looks like a tree, trunk there." (D 4. Form) D:FY:Et:

A 6) "Looks like a branch." (D 5.) D:F+:Bot:

IV. 2'.

V 7) "Bird's beak." (d 23. Form) d:F+:Ad:

< 1'5". "A pig's face." (D 8) D:F+:Ad:

V. 50"

<K 8) "Looks something like a tree." (W without D 6.) W:F-:Et:

A V 9) "Back view of some animal." (D 6.) D:F-:Ad:

A 10) "Looks like a leg." (D 1.) Animal. D:F+:Ad:P:

11) 1'0". "Looks like a 'V'. (Space between D3.) s:F+:A:

(2) "Looks like a windmill." (D 6.) D:F-: Windmill.

13) "Looks like a face." (d 21 and D 5.) D:F+:Hd:

A 14) 2'. "Mouth of a crocodile." (D8. opening its mouth) D:F+:Ad:

> 15) "Mouth of a bird." (D 9. opening its mouth.) D:F+:Ad:

VI. 1'45".

< 16) "Looks like some feathers. (D 6. Parts sticking out. different greys and whites.) D:FY:Ad:

A 17) "Whiskers." (d 26.) d:F+:Ad:

Subject No 36. (Continued)

- 19) V "Front of a face." (D 7. owl's face.) D:F+:Ad:  
19) < "Looks like the face of a dog." (d 27) d:F+:Ad:

VII.

- 20) ^ "Those two look like faces." (D 1. Gorilla's faces.) D:F+:Ad:  
21) V "The white looks something like a lampshade." (D7.) SD:F+:Hh:  
22) < "The tail of a dog." (D 5.) D:F+:Ad:  
23) ^ "Two strokes there." (d 27) Description.  
24) ^ "Looks like the nose of a dog." (Space below D 1 and D 3 ) Sd:F-:Ad:

VIII. 10"

- 25) < "A walking dog." (D 1.) D:FM:A:Pi:  
26) ^ S, 30". "These two look like the feet of a fowl." (S small d at base of D 4.) d:F+:Ad:

IX. 1'

- 28) ^ "That looks like a person's nose." (Small d on D 3) d:F+:Hd:  
29) ^ "Looks something like a dress." (S 8.) Form SD:F+:Cg:  
30) ^ "Something you have on Churches sometimes. (d 25 with space.) dS:F-:Arch:

X. 35"

- 31) > "An opening flower. (d 23. D 7 the branch. Colour Form.) D:CFm:Et:  
32) ^ 45" "Looks like the face of a fox. (D 6) D:F+:Ad:  
33) ^ "Looks like a nose (small d on inner lateral of D 9) d:F+:Ad:  
34) ^ "Top of a Chinese house." (s.) s:F-:Arch:  
35) ^ "The back of a head, and neck. s 29, and d 24) sd:F-:Hd:  
36) ^ "Looks like a jar." (s 29) s:F+:Hh:  
37) ^ "Looks like a giraffe." (Very small d. d:F:A:) d:F:A:

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- .....
1. 1'10".
1. ^ "Looks like a bird." (W.) W:F+:A:
- ^ "Must I tell you what else I see?"  
A tree. ( D 2.) D:F-:Bt:
2. / "Part of a person's body." (D 3.) D:F+:Hd:Pi:  
"Nothing else."
11. ^ 1'
3. "These look like two people" (Jutting  
out areas of D 2.) d:F-:H :
4. ^ 1'20" "These look like dogs." (D 1.) D:F+:A:
5. ✓ 50" "Looks like a spider." (D 3. Form) D:F-:A:
6. < 40" "Looks like a camel's head." (D 2  
Form) D:F+:Ad:  
"That's all."
111. 50"
7. ^ "Two people." (D 1. "Standing by a fire.") D:M:H:Pi:
8. ^ "A stove" (D 8 with white space.) Ds:F-:Hh:
9. ^/ ^ "and two kettles (D 4. "Kettles on the  
stove.") D:F+:Hh:
9. ✓ "Two trees that's all." (D 4 Form) D:FY:Et:
- 1V. 2'30"
10. ✓ "Looks like two people standing there."  
(D 4. Arm in arm.) D:M:H:
11. ^ "Looks like a person as well." (D 2.  
"Bending over." ) D:M:HL
- V. 1'25"
12. ^ "Looks like a butterfly." (W. Form) W:F+:A:Pi:
13. ^ 45" Looks like part of a person"  
(D7 Form) D:F+:Hd:
- VI. 1'30"

Subject No 37. (Continued)

14. ✓ "Two people up there." (d 24 "Just heads") d:F+:Hd:  
"Nothing more."

VII. 45"

15. ^ "Looks like clouds." (W.Y.) W:FY:HG:

13. ✓ 30" "Two people" (D 2 "Bending over") D:M:Et:

VIII.

17. < "Looks like a bear" (D1 "Trying to climb over") D:F+:A:PF:

13. ✓ "A break between the mountains." (S 32) Description.

19. ^ "Part of a tree." (D 3) D:F+:Et:

IX.

20. ^ "Houses there" (d) d:F+:A:

21. ^ "A person there" (d) d:F+:H:

X. 55"

22. ✓ "Elephants" (D6) D:F+:Ad:

23. < "Looks like a dog." (d 21) d:F+:A:

25. ^ "Head of a goat." (D 5) D:F+:A:

26. ^ "A man" (d 36) d:F-:H:

27. ^ "Two animals" (D 8) D:F+:A:

SUBJECT No. 39. 12 yrs. 5 months (Girl)  
Record obtained 23rd June, 1948.

I.O. 113.

I.

- 25" ^ 1) Bottom looks like a figure of a woman but I can't say where the head is (D3- Form) D: F 4: H (P) (Missing)
- 35" ^ 2) Like a mask (Ws- Form) WS: F 4: Art.
- ^ 3) I see a bird (D5- Form) D: F - 1A
- 45" 4) Half an old man's face (d25 - Form) D: F 4: Hd. (Missing)
- 5) Hungry pigeons with beaks open (D1) D: FM: A
- ✓ 6) Top of a hill (outline of bottom of card) D: F -: LP

II.

- ✓ 1) One of those things warriors use - shield (D3 - Form) D: F -: Imp.
- ^ 2) A Ballet dress (D55 - Form) SD: F -: Cg
- 3) That looks like an old man (d31) d: F 4: Hd
- ✓ 4) A dog's head (Top of d22) d: F -: Ad

III.

- ^ 1) Two men bending over a pot (D1) D: Mt H(P)
- ^ 2) One of those bow ties men use at dances D: F 4: Cg.

IV.

- ✓ 1) There's a face of a woman (D3 - Form) D: F 4: Hd
- X 40" ✓ 2) A big spider going up the back of a tree (V-1) D: FM: A
- ✓ 3) An owl with big eyes (Ws - Form) WS: F -: A

V.

- ^ 1) Looks like a bat (W - Form & black) W: FC: A(P)
- ✓ 2) Another face (d25 - man's face) d: F 4: Hd
- ^ 3) There's like a policeman's face and the top of his hat (d 30 - Form) d: F -: Hd
- "This one muddles me up it's so small "

VI.

- ^ 1) "A ~~tekan~~ pole at the top" (D2 - Frem) D: F†: R1.
- ^ 2) "There's two faces" (d31 - Form) d: F -: Hd.
- ^ 3) "Like one of those idols - you know the small ones" (d25 - Form) d: F-: R1
- √ 4) "Like a bear skin" (D1 - greyish colour) D: FY: Ad (P)
- ^ 5) "Two small people talking to each other" (d23) d: M: H.
- 6) "Eagle's head" (d21 - Form) D: F†: Ad.
- 7) "Looks like two people waving" (d24) d: M: H.
- 8) "Another eagle's head" (d at end of d 27) d: F-: Ad
- ^ 9) "A person blowing something" (d29 - head seen in comics - like the wind) d: M: H (Myth)

VII

- ^ 1) "Two cross people with one hand in the other hand pointing in opposite direction" (D2) D: M: H (P)
- < 2) "Oh! there's an elephant's face" (D3 - Form) D: F †: Ad
- ^ 3) "Here's another face" (d- Form) d: F: Hd.

VIII.

- < 1) "Looks like a fox" (D1 - creeping along) D: F: H: A
- ^ 2) "Polar bear's head - he's coming out of the water" (D6) D: F: H: A
- √ 3) "2 pairs of eyes" (sd in D2) sd: F: A: T
- ^ 4) "Two people standing together" (d24) d: M: H
- ^ 5) "Two people climbing up a hill" (d in 4) d: M: H  
"That's all in this one."

IX.

- |                                       |             |
|---------------------------------------|-------------|
| ^ 1) 'Face of an angry man' (d in DL) | d: F-s Hd.  |
| < 2) 'Anotherface' (D4 - Form)        | D: F †: Hd. |
| < 3) 'A camel's head' (d in DL)       | d: F †: Ad  |

X.

- |   |            |
|---|------------|
| ^ 1) 'Bunny's face' (D5 - Form)<br>'Don't know what to say these are' | D:F †: Ad  |
| ^ 2) 'Two cross people there' (D8 - Form)                             | D: F †: H  |
| ^ 3) 'Two other people there' (d22)                                   | d: F -: H  |
| √ 4) 'Faces of elephants' (D6 - Form )                                | D: F †: Hd |
| √ 5) 'Here's a face' ( d26 - Form)                                    | d: F †: Hd |
| √ 6) 'Cross person' (d in DL)   | d: F: Hd   |
| ^ 7) 'Elephant with nose pointing down' (D4)                          | D: Ff: A.  |
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SUBJECT No.43. 14 yrs. 11 months, (Girl)  
Record obtained 18th June, 1948.

I.Q. 66.

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I.

- 2° ^ 1) "Looks like birds wings" (d 21-Fern) D: F 4: Ad.  
1° ^ 2) "Looks like a person's legs" (D3 - Fern) D: F 4: Hd (P)  
^ 3) "Looks like a Bell" (d33 + d 24 - Fern) d: F 4: Obj.

II.

- 30° ^ 1) "Looks like two funny people dancing" (W) W: M: H (P)  
20° ^ 2) "These two look like socks" (D3 - Fern) D: F 4: Og.  
40° ^ 3) "Looks like a pair of scissors" (ds 24 - Fern) ds : F: Imp  
^ 4) "Candle" (D4-Fern) D: F 4: Hk.  
"That's all."

III.

- 35° ^ 1) "These two look like native people" (D1-Black) D: M: G: H (P)  
^ 2) "They're holding tea pots" (D4) D: F: Hk  
3) "Here's the fire" (d3 Fern) ds: F 4: Fire  
4) "Two ladels" (D3) D: F - L Hk  
V8) "These things look like wood" (D3 - Branch) D: F 4: Bot

IV

- 30° ^ 1) "Looks like two clouds" (D2 - dull colour) D: Y: Cls.  
^ 2) "A castle (D1) and its path" (D3) (Castle is high up) D : FV: Ls  
30° ^ 3) "Two ladies dressed up in long dresses" (D7 - black dresses) D : FG : H,  
4) ^ "Looks like two geese" (D4 - Fern) D : F 4: A.

V.

- V 1) "Looks like a little boy" (D 6 - Fern) D : F - : Hd.  
^ 2) "A pair of pliers" (D39 - white shows they are open) Ds : F 4 L Imp

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1'10" <sup>^</sup> 3) "Two faces" (d33 - Form) d: F † Hd.

VI.

35' <sup>^</sup> 1) "An owl standing on a pole" (D3) D: FM : A.

25' <sup>^</sup> 2) "A pole" (D2 † centre piece - Form) D: F -: Pole

<sup>^</sup> 3) "Water - a drinking place" (D5 - light colour) D: FY:LS

1'30" <sup>^</sup> 4) "Looks like two bears" (D9) D: F - : A

VII.

<sup>^</sup> 1) "Looks like two girls standing on their heads" (D2) D: M: H (P)

30" <sup><</sup> 2) "Looks like two lion's faces" (Half of D3) d: F -: Ad.

30" <sup>v</sup> 3) "Looks like two lions' faces with mouths open" (D1 - Form) D : F -: Ad.

VIII. "Sat up and exclaimed Oh! on seeing card."

<sup><</sup> 1) "Looks like two foxes climbing" (D1) D : FM: A

20" <sup>^</sup> 2) "Looks like a tent" (D4 - Form) D: F † : Obj.

<sup>^</sup> 3) "Looks like a part of a skeleton" (D2 † - Form) Ds: F † : At.

<sup>^</sup> 4) "Looks like two poles joined with wire" (D 21 They keep tent up) dL F -: Obj.

<sup>^</sup> 5) "Looks like a frog" (d26 - Form)

IX.

<sup>^</sup> 1) "Two clowns swinging a rope" (D3) D : M : H

35" <sup>^</sup> 2) "Two stone chairs" (D1 - Form) D : F -: chair

<sup>v</sup> 3) "Looks like pink ice cream" (D6 - colour) D : CF : Food

<sup>^</sup> 4) "Looks like an M" (d-Form) d: F: Letter.

.....

X.

- ^ 1) "Two spiders climbing a pole" (D9) D: FM: A.
- ^ 2) "Two mice" (d21 - Form) d: F - s A.
- ^ 3) "Two worms" (D4) smelling a springbok's face (D5) D: FM.C: A.
- 30^ 4) "Looks like two birds holding two bottles in their mouths." (D6) DL FM: A.
- ^ 5) "Like a hairy worm" (D9-Form) D: E+ :A.
- ^ 6) "Another two garden spiders" (DL - Form) D: E+ :A (P).

.....

SUBJECT No. 44 12 years (Girl)  
Record obtained 22nd June, 1948.

I. Q. 104.

I.

1' 45" ^ 1) "Looks like a person's body - he  
hasn't got a head on" (D4 - Form)  
"I don't know of anything else."

D: F + H (P)  
(Missing)

1' 30" v 2) "Top part looks like a crown" (D5 -  
Form)

D: F + Cer

1' 45" ^ 3) "Looks like a head with ears" (D - Form)

D: F -: Hd

II.

1' 15" v 1) "Looks like two dogs eating something"  
(D1)

D: F H: A (P)

45" v 2) "Looks like a lamp that's burning"  
(SD5 + D5 - Form) and red flames)

D: F C: Hh

30" ^ 3) "Looks like top part of a spear"  
(D4 - Form)  
"That's all."

D: F +: Imp

III.

30" ^ 1) "Two people pulling something" (D1)

D: F H: H (P)

^ 2) "A lamb turning his head (D6) and his leg  
is lifting up" (D5)

D: F H: A

IV.

3' ^ 1) "Looks like a shoe" (D2 - Form)

D: F +: Cg.

V.

^ 1) "Looks like a butterfly" (W - Form)  
"I can't see anything else."

W: F +: A (P)

VI. "There's nothing here I'm sure  
(Refusal after 5 minutes.)

VII.

2' < 1) "This looks like a dog kissing another  
one" (D2 - Form)

D: F H: A

2' v 2) "It's kissing this one" (d22-Form)  
"Nothing more."

d: F +: A

VIII.

40" < 1) Looks like a mouse (D1 - Form) DLF †: A

4'30" ^ 2) A piece of cloth with stains on it -  
its almost broken in half (D5 † s - Form) Ds:F -:CG.

IX.

^ 1) "Looks like a vase" (Ws - Form) Ws:F †: Hh

3' v 2) "Looks like a sweet with a stick in it"  
(D6 † D5 = a sucker) D: F -:Food

X.

20" ^ 1) "Looks like two birds" (D6 - Form) D: F †: A

^ 2) "Looks like a spider eating a leaf" (D1) D:FM:A

^ 3) "Looks like two worms" (D4 - Form & colour) D:FC: A

^ 4) "Looks like two frogs" (D8 - Form) D: F -:A

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Subject No 45. 15 yrs. 9 months. Girl.  
Record obtained 17th June, 1948.

I.φ. 102.

.....

Do you mind how long I take?

I.

- 2' 15" 1) ^ Looks like a wing (d 21) and here's  
the bird (D 2) All seem to be birds. D:F+:A:
- 1'30" 2) ^ Eagle with its mouth open - its  
singing (D1) D:FM:Ad:
- 3) ^ There's no head to this, but here's  
a person's legs. (D 3 - Form) D:F+:Hd  
(P) Missing.  
d:F+:Hd:
- (4) ^ Man's face. (d 25 - Form) d:F+:Hd:
- V 5) ^ Another man - very tiny (d) d:F : Hd:

II.

- 1) ^ A butterfly - a little out of  
proportion (D 3) D:F+:A(Out)
- 2) < A shoe (D2 - Form) D:F-:Gg.
- 3) < A monkey's head (d part of d 21 -  
Form) D:F+:Ad:
- 1'20" 4) < A rabbit running (D1) D:FM:Ad:
- 5) ^ Things you cut wire with. (ds  
24 - Form) d: F+:Imp:

- III. 1) ^ Butterfly (D 3 - Form) D:F+:A (P)
- 2) ^ Animal standing up (D2) D:FM:Ad: (P)
- 3) < A lion looking that way. (D 2) D:FM:Ad:

IV.

- 1'15" 1) ^ A jug with handles (Ws-Form) Ws:F-:Hh:
- 2) < A seal sitting up with mouth open (D8) D:FM:Ad:
- 1'20" 3) ^ A person doing aerobatics (d part of D4) D:M:H:
- 45" 4) ^ A dog sitting down (d) d: FM:Ad:

.....

V.

1' ^ 1) "A bat flying" (W) W:FM: A (P)  
"There's nothing else here"

VI.

2' ^ 1) "Wings of a butterfly" (D6 - Xmas  
butterfly - shading) D:FY: Ad.

^ 2) "Head of a cat with whiskers" (D7-Form) D:FF: A

v 3) "A nest with a bird's head sticking out  
of it" (d21) d: FM: Ad.

45" > 4) "A glasses case - open here" (D5-Form) D: F-: Obj.

V5) "Leg of an old-fashioned table" (D2-Form) D: F4 HL

VII.

1'30" ^ 1) "Head of a person - his hair jumping up -  
he must be running" (D1) D: M: H.

1'15" < 2) "Trunk of an elephant" (d21-Form) d: F4: Ad.

VIII.

v 1) "Backbone of the body and the ribs -  
the white is the insides" (Ds 3 - Form) Ds: F4: A2 (P)

< 2) "Here's an animal walking" (D1 - Chameleon) D: FM: A

< 3) "Teeth here - top and bottom row" (Ds - 3Form) Ds: F-:A2

IX.

35" v 1) "A pear which someone's been eating"  
(SD8 + adjacent D - Form) Ds: F-: Bot)

v 2) "A dress - skirt" (S8 - Form) d: F4: Ad.

< 3) "A reindeer with horns" (d in D1) d: F4: Ad.

2' v 4) "Map of Africa" (Bottom of D3 - Atlas Map) d: F -:Geog)

X.

SUBJECT No. 45 - page 3.

X.

- |                                       |                |
|---------------------------------------|----------------|
| 1) "Head of a rabbit" (D5- Form)      | D: E4 : Ad (P) |
| 2) "Two worms" (D4 - Form and colour) | D: FC : A.     |
| 3) "A lion" (D2- Form)                | D: E4 : A      |
| 4) "A crayfish" (D3 - Standing up)    | D: EM: A       |
| 5) "Another insect jumping" (d22)     | d: EM: A.      |
-

SUBJECT No. 49. 12 yrs. 4 months (Boy)  
Record obtained 4th June, 1948.  
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I. P. 110.

1. 15"

- ^ 1) "The eyes look like a chinaman's" (S 30 & 29 Form) Sd: F: Hd
- 2) "These two look like horns" (D5) Form) D: F - : Ad.
- ^ 3) "And these like ears" (d21 Form) d: F - : Ad.
- ^ 7) "Looks like old blot with other blots on top of it"
- ^ 4) "Looks like a comma" (d Form) d: F: Comma
- 5) "Looks like the ledge of a mountain" (D5 High ledge) D: FV: Ls
- 6) "Looks like a X-mas tree" (i. without 21; lights S 30 and 29) Us: F - : Bot
- 7) "Looks like a building of a light house that hasn't gone right up yet" (E - d21 & D5- Form) Ds: F : Ad.
- 8) "Looks like a crab's claw" (D1 - Form) D: F †: Ad.
- ^ 9) "These look like feet" (D5- Form) D: F - : Hd.

11.

- ^ 1) "Two bears with something tied round their noses, paws are bonding" (D1 - standing up - red blood) D: F: CIA(P)
- 2) "Smoke going up here" (D2 - the way it curls) D: F: Smoke
- 3) "Cave going up there" (ds 29 - deep cave) ds: FV: Ls
- 4) "Looks like a top without a peg" (D5 ) Form) D: F †: Obj.
- 5) "Looks like diamonds" (s in 24 - Form) sd: F †: Obj.
- ^ e) "red finger prints" (Patches in blot) d: F: Prints

111.

- ^ 1) "Two people with high heeled shoes" (D1 - natives cooking) D: F: H(P)
- ^ 2) "Foot with fire underneath it" (D7 - Form) D: F †: Hh.

III.

- ^ 3) "A man holding on a pole" (D2 - M) D:K:K.
- ^ 4) "Looks like fishes" (D5 - Form) D:F +: A
- "This picture has been folded" Descrip.

IV.

- √ 1) "Looks like a ship covered with ice and snow - it's been wrecked" (W - lighter parts on snow) W:FY: Trv.
- ^ 2) "Looks like a hat" (D3 - Form) D: F +: Cg.
- ^ 3) "Looks like smoke being blown out of this" (small projection of D4 - smoke gets lighter and thicker) d:Ym:Smoke
- ^ 4) "A box of tools" (d - part of 6 - Form) d:F -: Imp.
- < 5) "Something like a seal" (D2 - going into water) D:FM:A.

V.

- ^ 1) "Looks like a butterfly" ( W without D1 & d22) D:F +:A(P)
- ^ 2) "Something like a man with half his body hidden" (D6 - Form) D:F -: Hd.
- ^ 3) "Looks like a leg" (D1 - Form) D:F +: Hd(P)
- < 4) "Looks like a face" (D5 - Form) D:F +: HD/
- √ 5) "Looks like an eagle flying" (W - D1 & d22) W:F:A

VI.

- ^ 1) "Looks like a fur coat" (D1 - light & dark) D:FY: Cg(P)
- "This blot also folded" Descrip.
- ^ 2) "Looks like hooves" (d25 - Form) d:F +: Ad.
- ^ 3) "Looks like a butterfly" (Light & dark wings-D6) D:FY:A
- √ 4) "People looking over a rock" (d24) d:M:H.

VII.

- ^ 1) "Push the two halves together and it will look like and-eagle a sheep" (D2-Form & woolly) D:F: A

VII.

2) "This is its nose and that its ears, paws  
and this its body" (Description of sheep)

VIII.

< 1) "Looks like a chameleon" (D1 - holding onto  
leaves)

D:FM:A

> 2) "Looks like a kind of wild animal among  
all this" (one half of blot) and this is its  
reflection (W - Reflection)

W:WV:Refltn.

^ 3) "Looks like a distand mountain in the  
morning" (D2 - Sun shining - all colours)

D:G.V:Js.

IX.

^ 1) "Looks like two dragons having a fight  
(DL2)

D:FM:A (MYTH)

^ 2) "Looks like a buffalo without horns" (D1 -  
Form)

D:F + A

< 3) "Looks like a person's hands - just  
fingers" (d21)

d:F + Hd.

v 4) "Looks like a person's bending in the  
fields" (D3)

d:M:H

^ 5) "Looks like a person's face" (D4 - Form)

D:F + Hd(P)

X.

^ 1) "Looks like a caterpillar" (D9 - Form)

D:F + A

^ 2) "A grasshopper's face" (D5 - Form)

D:F -s Ad.

^ 3) "Two animals trying to get onto a twig"  
(Animals D6 - twig d 24)

D:FM:A

< 4) "Looks like a lion lying down" (d21 yellow)

D:FM:G:A

^ 5) "Looks like an eye" (s in D1)

sd:F-s Hd

^ 6) "A kind of caterpillar" (d22 - its light  
on a darker leaf)

d:FY: A.

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SUBJECT No.54 14 years 3 months (Boy)  
Record obtained 8th June, 1948.

I.G. 106.

.....

1. What it represent something?

- 2' V 1) "Looks something like an owl" (WS - Form) Ws:F+:A  
✓ 2) "The roof, steeple and bell of a church"  
(WS - Form) Ws:F-:AR  
✓ 3) "Looks like a face - could be a statue" (d25) D:F+:Art  
✓ 4) "Looks like two mascots joined together on a  
car" (WS - Form) Ws:F+:Art  
5) "Flowers pot in there" (D3 + d33 - Form) D:F+:Hh  
6) "Could be a cloud in the sky" (WS - makes  
spaces - Form and shading) Ws:FY:Clid.  
^ 7) "Could be a badge on a hat with wings on  
it for aircraft" (WS without D3 & d22)  
That's all. Ws:F+:Ger.

11.

20" ^ 1) "Two dogs trying to stand on their heads  
with their tails tied" (D1 without D3)  
(Looks at card sideways) D:FM:A

1' ✓ 2) "Could be a bird too" (SD5 - a white bird) SD:FO:A

111.

^ 1) "Looks like a face" (Ws without D3 - Form) Ws:F-:Hd

✓ 2) "Looks like a frog" (Ws - red marks on it) Ws:FO:A

< 3) "Looks like the inside of a cave with  
stalagmites and stalagnites -" (D3 is the  
deep end of it and D1 the sides) SD:FV:Lo

1V.

✓ 1) "Looks like a rabbit skin" (W - shading) Ws:FY:A(P)

✓ 2) "Fish bone (D1) with flesh" (W - D3) Ws:F-:Ad

30" ✓ 3) "Looks like a crab" (W - D3 - Form) Ws:F-:A

V.

- ^ 1) "Looks like a bat" (W - Form) V: F: A(P)
- ^ 2) "Could be a locust" (W - Form) V: F: A

VI.

- 30^ 1) "Could be a water rat skin" (W without D3) D: F: Ad(P)
- 2) "Looks like nippers at the front" (d21 - Form) d: F: Ad

VII.

- v 1) "Looks like a harbour" (WS - Air view) W: F: Ls
- v 2) "Two girls playing hands knees and booms - a daisy" (W) V: M: A(P)

VIII.

- 15^ < 1) "Wolf coming up on the rocks" (DL) D: FM: A(P)
- > 2) "Could be a chameleon climbing up a tree - they do change colour" (DL) D: FM: C: A

IX. v (Covers up one half)

- v 1) "Looks like a fountain of oil shooting up through the rocks" (W - 3 - across section) D: FM: Ls

X.

- ^ 1) "Looks like insects (DL) chasing those insects (DS) on both sides and those at the bottom looks like demons (DS) fighting to get across" (Cave or ravine down centre - the demons are waiting in the cave to catch insects (DS) as they come down). D: FM: A D: FV: Ls(F) D: FM: H: (Myth)

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SUBJECT No. 56 14 years 3 months (Boy)  
Record obtained 15th June, 1948.

I. P. 87.

.....  
1.

- ^ 1) "Crab - only claws" (D1 - Form) D: F+: Ad
- < 2) "Mountain" (d28 - Form) d: F+: Ls
- ^ 3) "Valley" (sd29 - Deep Valley) sd: FV: Ls
- ^ 4) "Peak" (d21) d: F+: Ls
- 5) "Face" (D6 - old man's) D: F+: Hd
- 6) "Bird" (d1) d: F: A
- < 7) "Aeroplanes's tail" (d31 - Form) d: F: ER
- ^ 8) "Rugby ball" (d1 - near d21) d: F: Ball.

11.

- √ 1) "Spot of blood" (D3 - red - splashed) D: CF: Blood
- ^ 2) "Sheep's face" (d21 - looks woolly) d: Fc: Ad
- 3) "Dog's face" (d21 - Form) d: F+: Ad
- 4) "Lake (S5) with canal (d24) which runs into sea". sd: FV: Ls

111.

- ^ 1) "Piece of wood" (D5 - Form) D: F+: Bot
- 2) "Cloud" (D4 - Black and Form) D: C' F: Cld.
- 20" 3) "Ribbon - a bow" (D3 - Form and colour) D: FC: Cg.
- 4) "Person's neck" (d below 6) d: F+: Hd
- 30" √ 5) "Dog running and looking backwards" (D2) D: FM: A(P)
- √ 6) "Native's face" (D4 - Form and black) D: FC': Hd

1V.

- 30" √ 1) "Smoke" (light part in centre - looks black) D: C' F: Smoke
- < 2) "Sheep dog's head in the air" (D8 - woolly) d: Fc: Ad
- < 3) "Snake" (D4 - Bent, brownish colour) D: Fc: A

- ^ 4) "Flower petal" (D3 - light and dark veins) D:FY:Bot  
^ 5) "A Bay" (S4 24) Sd:F+:Ls

V.

- ^ 1) "Bat flying" (W - Black) W:FM+G:A(P)  
2) "Mountain again" (D4 - blackish colour) D:F+:Ad  
3) "Rabbits legs" (D3 - Form) D:FO+:Ls  
4) "Snail's feelers" (D2) D:F-:Ad  
5) "Tail of a bull" (d22) d:F-:Ad  
6) "Leg"(D1 - human) D:F+:Hd(P)  
< 7) "Face" (d30 - person's) d:F-:Hd  
^ 8) "Pair of shears" (D9 - Form) D:F+:Imp

VI.

- ^ 1) "Whiskers" (d26 - cat's) d:F+:Ad  
A line Descrip.  
^ 2) "Butterfly" (D6 - Form) D:F+:A  
v 3) "Gold mine - a deep hole" (Wu - cross section) Ws:FV:HoLe  
< 4) "A road" (d22 - aerial view) d:FV:Ls  
^ 5) "Pieces of coal" (small d - black) d:G+F:Coal  
6) "Back of someone's head" (d27 - Form) d:F-:Hd  
7) "Dog's head" - Plute" (Top of d27) d:F+:Ad  
8) "Sand castle" (d31 - Form) d:F+:Obj.  
< 9) "Dog's paw" (D2 - Form) D:F-:Ad  
< 10) "Someone's lungs" (d - bottem of D2) d:F+:At  
v 11) "Two faces together" (d24 - stone faces) d:F+:Hd(Art)  
12) "Looks like a lake" (d23 - lightish colour) d:FV:Ls

VII.

- ^ 1) "Clouds" (d22 - lightish colour) d:FV:ClDs .

- 42) "Strait of water" (D6 & d22 - lightish shade) D:FY:LS
- 43) "Harbour" (SD7 - Form) SD:F+:LS
- 44) "A lot of mountains" (V - far away) W:FY:LS
- 30\*V5) "Someone's thigh" (D1 - Form) D:F-:Hd
- 6) "Lady dancing" (D2) E:G:H(P)
- 7) "Snowman" (D2 - shading) P:FY:Snowman
- ✓ 8) "Clear sky" (All S on blot - no clouds) SD:V:Sky

VIII.

- < 1) "Chameleon climbing on leaves" (D1) D:F+:A
- > 2) "Leopard stepping on something" (D1) D:FM:A(P)
- ^ 3) "Ribs" (D3 - Form) D:F+:A(P)
- < 4) "Female lion" (D1 - Form) D:F+:A(P)
- 25\*V5) "Buck's face with horns" (D4 - Form) D:F+:Ad

IX.

- 40\*V1) "Snow" (D6 - fluffified) (Makes movements with fingers) D:c:Snow
- 2) "Fountain" (D5 & 8 - water looks light) SD:F+:LS
- 3) "Feather" (D6 - painted ostrich feather - fluffy.) D:F:c:Ad
- 35\*4) "Mask" (d22 & ds 23 - Form) ds:F+:Art
- ✓ 5) "Sea" (All white around blot - looks calm) SD:V:LS
- 6) "Washing line" (d) d:F:Line
- 20\*V7) "Road" (D3 - Aerial view) D:FV:LS
- ✓ 8) "Block of ice" (SD8 - slight blueish colour) SD:CF:Ice
- ✓ 9) "Very deep hole" (SD8 - looking into it) SD:V:Hole

SUBJECT No. 56 - page 4.

.....  
✓ 10) "Rock " (D3 - brown)

D:FC:LS

✓ 11) "Something that's gone rusty" (edge of  
3 - colour)

d:CF:Obj.

X.

^ 1) "Inkpot" (D1 - blue blot)

D:CF:Blot

2) "Tweezers" (D4 - Form)

D:F:Obj.

3) "Worm" (D4 - Form and colour)

D:FC:A

✓ 4) "Sky" (All white around blot - no clouds)

SD:C:LS

1' ^ 5) "Octopus" (D1 - Form)

D:F:A(P)

✓ 6) "Squirrels" (d21 - Brown)

d:FC:A

✓ 7) "Butterflies" (d on 24)

d:F:A

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SUNLIGHT No.61 12 years 10 months.  
Record obtained 18th June, 1948.

I.Q. III.

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I.

50" ^ 1) "Two men standing here" (D2) D:EH  
"Can it be the whole thing?"  
"Nothing else."

II.

45" ^ 1) "A little worm there" (d in D2 @ Form) d:EH

30" 2) "Butterfly with two feelers" (D3 - Form) D:EH+A

3) "Two animals turning heads" (D1) D:EH+A(P)

< 4) "A chap's foot" (D2 - bending his foot) D:EH +:Hd.

III.

40" ^ 1) "Two men only that part should be joined"  
(D2 - they would be bending if joined)

v 2) "Head of some animal with an eye" (d2ls-Bird) ds:F +:Ad

IV.

30" ^ 1) "Looks like some sea creature if seen in a  
museum" (Ws - Form) WS: F +:A

2) "A man's boot with heel" (D6 - Form) D: F +: Cg (P)

3) "X-Ray of the chest" (Middle D - same colour  
as an X-ray) D:Y:R-ray.

V.

^ 1) "Butterfly" (W without D1 & d22 - its flying) D:EH+A(P)

VI. Laughs!

45" ^ 1) "Looks like a face" (D7 - Form- animal face) D: F +: Ad

2) "Black thing looks like leg of a chair"  
(D2 - Form) D:EH +:EH

VII. (Smiles)

30" ^ 1) "Two puppies sitting there" - they've turned

.....

their heads round and are looking at one another" (D2)

D:FM:A

1'15" < 2) Dog (D2 - sketch of a scotch dog)

D:FM:A(P)

VIII. (Whew!)

20" < 1) Two animals walking over something (D1)

D:FM:A(P)

2' ^ 2) Head of a lion (D6 - Form)

D:FM:Ad

LX.

50" < 1) Head of a man (D4 - Form)

D:FM:Ad (P)

^ 2) Clown's head with a big top hat on (Top of D3)

D:FM:Ad

Whistles.

X.

45" ^ 1) Looks like something under the sea with rocks and all the animals (W - a picture with all the colours under the sea)

W:FC:La

^ 2) Looks like a spider (D1 - Form)

D:FM:A(P)

^ 3) Looks like something with a face (D8 - Animal)

D:FM:A

^ 4) Looks like a sea horse (D4 - Form)

D:FM:A

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SUBJECT No. 64 12 yrs 8 months.  
Record obtained 21st June, 1948.

I. Q. 102.

.....  
I. Can you turn it?

- 40<sup>n</sup> 1) "I think it looks like a sea horse" (D2) D: F -; A  
2) "Centre part looks like a person's legs  
and body" (D3 - Form) D: F +; H(P)  
3) "This part looks like a dress" (D33 - Form) D: F-; Cg.  
4) "Whole thing looks like a butterfly (Ws -  
wings are torn) Es + F4 A(P)

II.

- 1) "Looks like two creatures fighting (W -  
humans - red blood on knees) W: N-CL H (P)  
2) "Looks something like a crab" (Ws-Form) Ws: F-; A  
3) "Looks like a shell with a hole through the  
centre" (Ws + Form) WS: F-; Obj.

III.

- 1) "Looks like spiders" (D2-coming down a thread) D: FM: A  
2) "A bow" (D3 - shape) D: F4; Cg.  
3) "Two people carrying something" (D1) D: M: H(P)

IV.

- 1) "Looks like something like a frog leaping  
or swinging" (Ws) Ws: FM: A  
2) "Looks something like a tree" (W) W: FY: Rot.  
3) "Like water seen in pictures (W- shading) W: Y: Water

V.

- 1) "Looks like a butterfly (W-form) W: F4: A (P)  
35<sup>n</sup> 2) "Two wolves leaping at each other (D4-shading) D: FM: Y: A

.....

V. 3) Top looks like a crocodile's mouth open" (D3) Ds: F<sup>+</sup> : Ad.

4) Bottom looks something like a seagull's mouth  
(D3 & 5 - it's open) Ds: F<sup>+</sup>: Ad

VI.

^ 1) Something like the skin of a water rat  
(D1 - Fern and shading) Ds: FY: Ad(P)

^ 2) Top part looks like a moth" (D3 - Fern) Ds: F<sup>+</sup> : A.

✓ 3) "Looking from quite a distance it looks  
like a deep valley going down between  
cliffs" (D5) Ds: FV: Ls

VII.

30° ^ 1) "Two donkeys turning their heads" (D2) Ds: FM: Ad

✓ 2) "Picture of the Gange Caves - has things  
hanging from the top" (W-deep cave) Ds: FV: Ls

< 3) "Looks like reindeers horns" (D5- Fern) Ds: F-: Ad.

VIII.

< 1) "Chameleon - its tail's gripping some-  
thing" (D1)

30° ^ 2) "Top part like a fountain" (water shakti  
sheeting up - pretty colours - shape D) Ds: FV: M: Ls

^ 3) "Seal's head" (D5 - Fern) Ds: F: Ad.

^ 4) "Something like a skeleton" (Ds 3 - Fern) Ds: F : At

IX. ^ 1) "Two sea horses" (D3 - Fern) Ds: F-: A

✓ 2) "Something like a tree" (D6 & stalk) Ds: FY: Bet

^ 3) "Noses of pigs" (d in D1) Ds: F: Ad.

.....

I.

- ✓ 1) A fountain of fireworks (V-Bursting-colours) W: C. m: Fireworks
- ^ 2) "Looks like two elephants holding something" (D6) D: FM: A
- ✓ 3) "Crabs going onto a rock" (D7) D: FM: A
- 14) "Side of an island - the coast" (D9 + 9 - the sea) D: F- Geog.

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RORSCHACH RECORDS

OF 20 HONEST CHILDREN.

SUBJECT No. 2. 12 years 7 months (Girl)  
Std. IV.

I. 9. 122.

.....  
1. 20"

1. ^ "Aren't those the shape of hands?" (D1 - Form) D: F † : Hd.  
2. ^ "Shape of feet". (d31 - Form) do: F † : Hd.  
"Can't see anything else".  
3. ^ "Shape of a body". (D3) D: F † : Hd (P)

11. 20"

4. v "Shape of a dog". (D6 - Form) D: F † : A.  
5. ^ "Shape of a bird with paws". (D2. "sitting on  
the branch of a tree") D: F - : A:

111.

6. ^ "Shape of people". (D11) "Carrying baskets" (D4) D: H: H: P:  
7. ^ "Shape of wings". (d29 - Form) do: F † : Ad.  
8. ^ "Ostrich". (D2 - Form) d: F - : A:  
9. ^ "Baskets". (D4) D: F † : Hh:

IV.

10. v "Shape of some kind of animal". (D1 - Form) D: F † : A:  
11. ^ "Looks like arms". (D4) D: F † : Hd:  
12. ^ "Looks like feet". (D7) D: F † : Hd: P:

V.

13. ^ "Looks like legs" (D1 - Form) D: F † : Hd: P:  
14. ^ "Bat". (W without D1 Form) W: F † : A: P:

VI.

15. ^ "Looks like feathers". (D6 "All coloured.  
light and dark".) D: Fv: Ad:  
16. ^ "Looks like wings" (D1 - Form) D: F - : Ad.  
17. ^ "Looks like a little face". (D7 - Form) D: F † : Hd:

VII.

- 18. ✓ "Looks like a pig's face". (D3 - Form) D:F+:Ad:
- 19. ✓ "Butterfly". (D4 - Form) D:F+:Ad:
- 20. ^ "Legs and frock". (D1, 5. "Looks like people dancing".) D:F+:Hd:Gg.

VIII.

- 21. ^ "Looks like rocks". (D2. shape) D:FY:Le:
- 22. > "A bear climbing up rocks" (D1) D:FM:A:
- 23. ^ "Branches of a tree" (D4 - Form) D:F+:Bt:

IX.

- 24. ^ "Looks like a little boy". (D3 - Form) D:F+:H:Pt
- 25. ^ "Leaves of a tree". (D11. Green and shape) D:CF:Bt.
- 26. ^ "These are rocks". (D6 - Shape) D:FY:Le:
- X.
- 27. ^ "Looks like some kind of insect". (D8 - Form) D:F+:A
- 28. ^ "Those like some kind of insect on the bark of a tree".) D:F-:A:
- 29. ^ "Looks like a caterpillars".(D4 "Green, looks as if they were crawling") D:FC:~:A:
- 30. ^ "Looks like a rabbit's face".(D5) D:F+:Ad:Pt
- 31. ^ "A fowl". (Lower D4) d:F-:Ad:
- 32. ^ ~~"Looks like the face of a baby".(D2 - Form)~~ D:F+:H:~.A.  
These look like birds" (D6 - Form)
- 33. ^ "Looks like the face of a baby". (D2 - Form) D:F-:Hd:
- 34. ^ "Those look like two spoons".(D3 - Form) D:F+:Hh:

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SUBJECT No. 7. 13 years. (Girl)  
Std.IV.

I.φ. 101.

.....

1. 40"

1. v "Looks like part of a lady to me".(D4)Form. D:F†:H:  
(Missing)

2. ^ "Top looks like a lady's jumper" (Upper D4) d:F†:Cg:

3. v "A hat with a veil". (d31 the hat. D3 the  
veil. Form) d:F-:Cg:

4. v "Trees" (D6 - Form) D:F†:St:

5. v "Stones". (Lower D4 on either side of d31.  
"Round and look heavy".) d:FY:ls:

11.

6. > "Looks like a rabbit" (D6 and D3 the tail) D:F-:A:

7. ^ "Something like a hand". (D2 Form) D:F-:Hd:

8. v "Part of a face - nose". (D22 Form) d:F†:Hd:

9. v "Oh! A buck's face". (Area round d24) d:F-:Ad:

11.

10. ^ "A butterfly or a bow" (D3 Form) D:F†:Cg:P:

11. ^ "A pot" (D4 and D8 Form) D:F†:Hh:

12. ^ "A hen". (D2. "Looks as if it wants to  
fight".) D:F†:A:

13. ^ "Hen, lifting the pot up".(D1) D:H:H:P:

1V.

14. > "A wolf's head - mouth. " (D8, "Nose is  
up as though it smelt something".) D:F†:Ad:

15. v "Elephant's trunk". (D7 - Form) D:F†:Ad:

13. > "Crocodile". (D4) D:F†:A:

V.

17. ^ "A leg". (D1) D:F†:Hd:P:

SUBJECT No.7 - page 2.  
.....

18. ✓ "A squirrel". (D1 - Form) D: F-: A:  
19. ✓ "Bells". (D3. "Indian bells") D: F+: R:  
20. > "A spade" (d22 Form) d: F+: I:

VI.

21. ✓ "A scarecrow" (D3 - Form) D: F-: O:  
22. ^ "A broach". (d23 Form) d: F+: Broach  
23. ✓ "Claws". (d21) d: F+: Ad:  
24. ^ "A button" (d24) d: F+: Cg:

VII.

25. ✓ "A frock". (D1. "It's the body of somebody, with legs on and a frock.") D: F+: Cg:  
26. ✓ "A teddy bear's head". (D3. Form) D: F+: Ad:  
27. ✓ "A sheep's head". (D3. "The curliness".) D: F+: Ad:

VIII.

28. < "A hare.". (D1 Shape of head and furry") D: F C: A:  
29. ^ "Top of Christmas tree". (D4 Form) D: F+: Bt:  
30. ^ "Borris" (She means a dress bodice) (D7, F) D: F+: Cg:

IX.

31. ^ "Spear". (D5, d30. Form) D: F+: I:  
32. ✓ "Wings". (D3. Form) D: F+: Ad:  
33. > "A dog's head." (d 24) d: F+: Ad:

X.

Laughs.

34. ^ "Caterpillars". (D4. "Green and form) D: F C: A:  
35. ^ "Octopus.". (D1) D: F+: A: P:  
36. ^ "Two men". (D9) D: F+: H:

SUBJECT No. 7. page 3.

.....

37. ^ "Rabbit". (d 23. Form)

d:F-tA:

38. ^ "Monkey". (Lateral half, light portion  
of D 6. Form)

d:F-tA:

39. ^ "A beak". (Bottom portion of d 21 )

d:F-tAd:

40. ^ "A racing cup - trophy". (d24. Form)

d:F-tHh:

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SUBJECT No, 8. 11 years. Std. IV. (Gr 1)  
.....

I. Q. 105.

- 1. 1'45"
- 1. ^ "A figure of somebody thin". (D3. F) D: F+: Hd: P:
- 2. "All dots here". (d 23, and black dots on the blot".) Description.
- 21. 20"
- 2. ^ "Seems like two people dancing". (W-) W: M: H: P:
- 3. ^ "Two snakes over there.". (D2. Form) D: F-: A:
- 4. ^ "1'30". "Two little puppy dogs". (D1. Form) D: F+: A:
- 111. 25"
- 5. ^ "Two people washing clothes.". (± D1) D: H: P:
- 6. ^ "There's a bow". (D3. Form) D: F+: G:
- 7. ^ "There's water.". (D8) D: V: Ls:
- 1V. 40"
- 8. ^ "Looks like a fountain of water". (D5 and D.3. "Water going down was all spreading out.") D: M: Ls:
- 9. ^ "Looks a child's foot up here " (d 26) d: F-: Hd:
- V. 20"
- 10. > "Seems to be a bird". (W) W: F+: A:
- 11A "A person's face up top here". (d.30 Form) d: F-: Hd:
- VI. 1'
- 12. v "Two snakes at the bottom here.". (D7. Form) D: F+: Ad:
- 13. v "Two little monkeys up here.". (d24. Form) d: F-: A:
- 14. ^ "A bush over here at the back" (Small lateral projection of D 6) d: F-: Bt:
- VII. 50"
- 15. > "A mountain". (D4. Rugged) D: F+: Ls:

SUBJECT No.8 - page 2.

.....

16. ^ "Two little dogs." (D2 sitting on a mountain) D:F+:A:
17. ^ "A gate over here". (d27) d:F-:Gate
- VIII. 30"
18. ✓ "Two animals trying to climb up something." (D1) D:FM:A:P:
19. ^ "1'30" "Seems to be like a lamp over here  
(d29.Form) d:F+:Hh:
20. > "Two feet pushing animals away". (d22) d:M:Hd:
- IX. 50"
21. ^ "Seems to be like a wall behind it". (d22.  
"Had holes in them") ds:F-:Wall
- "That's all I can see here".
- X. 30"
22. ^ "Seems to be like two caterpillars over there"  
(D.4. Green Form) D:FC:A:
23. ^ "Seems to be like two lions over there".  
(D. 2. Form) D:F+:A:
24. > "Seems to be arat over there". (d 22.Form) d:F-:AL
25. ^ "A pole up top there". (d 24. Form) d:F+:Pole.
26. ^ "A rabbit's face over there." (D5.Form) D:F+:Ad:P:
-

.....

- 1. 120"
- 1. ^ "Two men's faces." (Dark upper portion of D 4 together with d 22. "The dark part looks like the beard.") d:F-:Hd:
- 2. ^ 30" "Looks like a ladies body with a dress on." (D 3 and surrounding D 4. Form) DiF+:Hd:P:  
 "The same thing both sides." Symmetry.
- 3. > 20" "Looks like a mountain." (D 2 Rugged.) DiF+:Ld:
- 4. ^ "Looks like a camelion's claws." (D 1. Form.) DiF+:Ad:
- 5. ^ "A bird up there." (D 5. Form) DiF-:A:
- 11. 45"
- 6. ^ "Looks like a face with a hat on it - both of these." (D 2. Form) DiF+:Hd:
- 7. ^ "Something like a castle." (D 4. "Windows coming down and a door at the bottom." DiF+:Ar:
- 8. > "Looks like a nib." (d 24. Form) ds: F+:Im:
- 111. 30"
- 9. ^ "Looks like a bow." (D 3. Form) DiF+:Cg:
- 10. ^ "Man with a basket in his hand." (D 1.) LiM:H:P:
- 11. ^ "Looks like a fish." (D 5. Form) DiF+:A:
- 12. ^ "Looks like water with a house at the top." (D 3 "With the sun shining on the water.") DiFY:Ls:
- 1V. 10"
- 13. v "Looks like a dragon or some animal's head. (D 1.) DiF+:Ad:
- 14. > "Arm pointing to something." (D 4) DiM:Hd:
- 15. > "That part looks like a dog." (D 2. 5. Form) DiF+:Ad:

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V. 100"

16. > "Looks like the body of an insect." (D 7. Form)

D:F+:Ad:

17. < 60" "Looks like the wing of something." (D 4. F)

Do: F+: Ad:

V1. 85"

1 Covers up half the blot with her hand.

18. > "That looks like a hand." (d 25. Form)

d:F-:Hd:

19. v 20" "This looks like horns." (d 21 Form)

d:F+:Ad:

"I can't find anything on this picture."

V11.

20. ^ "This looks like the front of a house." (d 23)

d:F+:Ar:

S. Holds card at arms length.

"Nothing else on this card."

V111. 10"

21. >< "Some kind of animal." (D 1.)

D:F+:A:P:

> "This side too."

Symmetry.

22. ^ "The pink looks like the head of a frog." (D 6 F)

D:F-:Ad:

"This side the same."

Symmetry.

"Can't find anything else."

1X. 90"

Edges.

"Can't find anything in this."

23" > After 90" "Looks like the head of a person." (D 4)

D:F+:Hd:P:

X. 60"

24. ^ "These two look like beetles and they're by a long pole." (D 11. "Standing next to a pole.")D:FM:A:

Subject No 13. (Continued)

.....

25. ✓ "Looks like a status." (D 10.  
Something like a statue of  
dragons head.)

D:F-:Ad:Art:

" Looks something like the  
head of a dragon."

SUBJECT No.17 11 years 4 months (Boy)  
Record obtained 16th June, 1948.

I. Q. 117.

.....

I.

- 40" v 1) "Looks something like a fire place" (Vs - Form) WS:F-sAR  
v 2) "Looks like a person holding flags" (D4) Ds:M:H(P)  
1'15" ^ 3) "Looks like a tables leg" (D3 - Form) Ds:F+:Hh

II.

- 35" ^ 1) "Looks like bear's faces here" (d21 - Form) d:F+:Ad  
^ 2) "Looks like a leg bleeding" (D3 - Red blood) Ds:Cs:Blood  
2'15" v 3) "Person's face with mouth open" (d22 - Form) Ds:F+:Hd  
^ 4) "Like a shark's head with mouth underneath"  
(small d in D1) d:F:Ad  
^ 5) "Spears head" (Form - D4) Ds:F+:Imp

III.

- 1' v 1) "Looks like trees" (D4 - Oak tree) Ds:FY:Bot  
45" > 2) "Looks like fishes face here" (D6) Ds:F-s:Ad  
30" ^ 3) "Looks like birds head with beak" (D6 - Form) Ds:F-s:Ad

IV.

- v 1) "This looks like a crayfish" (D1-Form) Ds:F-s:A  
45' ^ 2) "Body of a goldfish" (D3 - Form) Ds:F-s:A  
1'15" ^ 3) "Looks like a person's face here" (d) d:F:Hd

V.

- 40" ^ 1) "A bird's mouth that's open" (Ds9-Form) Ds:F+:Ad  
< 2) "A person's face with a crown on top" (D23) d:F+:Hd  
^ 3) "Looks like a bat" (W - Form) Ws:F+:A(P)  
^ 4) "Russian man with a fur cap on"  
(cap)  
"That's all." Ds:Fc:Hd

.....

**VI.**

- 1'15" v 1) "That part looks like a table leg too"  
(D3 - Form) D:F+:Hh
- 1'30" ^ 2) "Looks like a sand castle" (d 31 - Form) d:F+:AR
- 40" v 3) "Mountain cliff face here" (d29 - Form) d:F+:Ls
- v 4) "A lamb's face over here" (d of 27 - Form) d:F-:Ad

**VII.**

- 30" ^ 1) "Looks like a swan's body with its neck  
up in the air" (D1 - Form) D:F-:A
- 1' < 2) "Bird's head with long beak" (D3 - Form) D:F-:Ad
- < 3) "Lion's face here" (D3 - Form) D:F+:Ad

**VIII.**

- < 1) "A rat here - it's looking down" (D1) D:FM:A
- ^ 2) "Like chicken bones" (D3 - Form) D:F+:At
- 40" v 3) "Bit of wood with a sharp point" (d30) D:F-:Wood
- ^ 4) "Looks like a small bird there" (d on D4) d:F:A
- 5) "Looks like a snake holding its head  
like that" (d of D1) d:FM:A
- 6) "Bird with a long neck and big beak" (d  
in D3) d:F:A
- ^ 7) "Worm" (d in D4) d:F:A

**IX.**

- ^ 1) "Looks like a ledge of rock" (d in D3 - Form  
Brown) d:CF:Ls
- v 2) "Looks like South America" (end of D3 -  
Form) D:F-:Geeg
- v 3) "A thick stick that gets thinner" (d30) d:F-:Bot
- v 4) "A pakinese dog - face" (D4 - Form) Curly  
hair D:F+:A

.....

X.

- |   |                       |
|---|-----------------------|
| ^ 1) Wishbone (D3 - Form)                         | D:F+At.               |
| < 2) Plant - tuft of grass (D1 - Form)            | D:F+Bot               |
| < 3) "Leg of bird" (d in D6)                      | d:F)Ad                |
| ^ 4) "Face of an eagle" (part of d21)             | d:F+Ad                |
| 5) "Insects nibbling at a plant" (D6)             | D:FM:A                |
| < 6) "A snail without a shell" (d22)              | E d:F+;A<br>(Missing) |
| ^ 7) "Looks like a rabbit's face" (D5 - Form)     | D:F+Ad(P)             |
| < 8) "Catterpillar" (D4- Form and colour)         | D:FC:A                |
| < 9) "Mouse's face here" (d in D1)                | d:F+Ad                |
| < 10) "a big bird sitting down here" (Half of D2) | d:F+Ad                |

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Subject No 25. Age 11. Std IV. Boy.  
Record obtained 9th June, 1948.

I.Q. 117.

.....  
1.

- |      |   | Description.   |
|------|---|--|
| 1.   | ✓ | "I see four white spots." Description.   |
| 1.   | ✓ | "Looks like a map." (Ws. s 26 lakes) Ws:F+:Ge:                                 |
|      |   | "Dark spots and light spots." Description.                                     |
|      |   | "Don't think I can see any more."  |
| 2.   | ✓ | "Top looks like a sphinx. (d 31. Form) d:F+:Sphinx.                            |
| 11.  |   | 1'25"  |
| 3.   | ∧ | "Looks like a fish." a stingray.(SD. S 5,D4) SD:F+:A:                          |
| 4.   | ∧ | 20" "Looks something like a football boot." (D 2) D:F+:Cg:                     |
| 5.   | ✓ | "Looks like horns of a buck." (d 25) d:F-:Ad:                                  |
| 6.   |   | "Looks like the front part of a face." (5) sd:F-:Hd:                           |
| 111. |   |  |
| 7.   | ∧ | "These look like two men facing each other." (● 1) D:H:P:                      |
| 8.   | ∧ | "Looks like a butterfly." (D 3) D:F+:A:P:                                      |
| 9.   | < | "Looks like a fish by itself." (d 5) D:F+:A:                                   |
| 10.  | ✓ | "Looks like a fox's head." (D 10. Form) D:F-:Ad:                               |
| 11.  | ✓ | "Looks like huge trees on an island." (D 4 trees d 22 the island) D:F+:Et:La.  |
| 1V.  |   | 1'20"  |
| 12.  | ✓ | "Looks like ears of an animal." (d 28) and the back of it." (D1. Form) D:F+:A: |
| 13.  | ∧ | "A mongril's face." (D3. Form) D:F+:Ad:  |
| 14.  | ∧ | "Looks like huge boots." (D 6. Form) D:F+:Cg:P.                                |
| 15.  | ✓ | "Looks like an animal sitting." (D FM A)                                       |
| 16.  |   | "On a broken-down tree." (D1) } W:FM:A:  |

Subject 25. (Continued)

V. 35"

17. ^ "This looks like a bat." (W.) W:F+:A:P:

18. v "Looks like two tweezers." (D 9) D:F+:Im:

19. ^ "Looks like the head of an animal with long ears (D 6. In inquiry, "a rabbit.2) D:F+:Ad:

20. v "Prong of a catapult. (D 9. Form) D:F+:Im:

V1. 30"

21. ^ "Looks like a curious animal." (W. Form) W:F+:A:

V11.

22. ^ "Looks like people with no heads (D2 "women) D:F+:H: Missing.

23. v "Butterfly with huge wings. (D 4. Form) D:F+:A:

V111.

24. v "At first glance it looks like a flower. (W. Stem and the colour. W FC.) W:FC: Bot:

25. v "Then that looks like a camelion. (D 1. passing from one branch to another .) No colour. D:F+:A:P:

1X. 20"

26. v "Also looks like a flower ( 6 with 5. stem & colour.) D:FC: Bot.

27. ^ "Looks like a rockery with a water spout." (W.5,11) W:FC:LS: (D 5, 11, Form-colour) oddly shaped & coloured rocks.

X.

28. ^ "An oil lamp (24. Glass) d:F-:Hh:

29. < "A crab." (D1. Form) D:F+:A:P:

30. ^ "An animal with long claws. (D 1C. Form) D:F+:A:

31. v "Looks like a piece/two animals climbing. (D: FM: A:

32. v "These look like two mountains with two men hanging on and taking off their hats to each other (d 9. Mts. D 6 men. d 34 hats.) D:M:H:

33. ^ "Looks like a person falling off." (D 2.) D:M:H:

.....

SUBJECT No.31. 11 years 8 months. (Girl)  
Record obtained 8th June, 1948.

I.Q. 122.

.....  
1.

1. ^ "Something like a map" (W. Form) W:F+:Geog:

2. ^ "A spider". ("W Form) W:F-:A:

3. ^ "Looks like land with sea in the middle" (Ws) Ws:F-:Ls:

11. 40"

4. v "Looks like Africa" (D2. Form) D:F+:Geog:

5. ^ "Looks like a mouth with tentacles". (d 27,  
s 29, Form) ds:F-:Hd:

6. v "Fan or a spider". (D3. Form) D:F+:Obj:

7. ^ "Looks like an animal with its face" (d) d:F+:A:

111. 20"

8. ^ "Looks like a finger pointing". (D10) D:H:Hd:

9. ^ "Head of something". (D6. Form) D:F+:Hd:

10. ^ "Arm here". (lower D5.) D:F+:Hd:

11. v "Looks like a tree". (D4. Form) D:FY:Et:

"That's all".

IV.

12. < "Looks like a snake". (D4. Form) D:F+:A:  
"Nothing more".

V.13. ^ "Looks like a butterfly". (W) W:F+:A:P:

⊙ "Can't see anything more".

VI. 11"

14. ^ "Looks like a face". (D7, Form) D:F+:Hd:

15. < "Looks like a dog here" (d27 - a dog  
sitting down". (d EM) d:F-:A:

SUBJECT No. 34. 13 years 7 months (Girl).  
Record obtained 10th June, 1948.

I.φ. 91.

.....  
1.

- ^ 1) "Looks like a bat". (W) W:F+IA  
^ 2) "Looks like part of a person" (D3) D:F+;Hd:P+  
^ 3) "Looks like a dress" (Lower area of D4 - Form) D:F+;Gg.

II. 20"

- ^ 4) "Looks like a butterfly". (D3 - Form) D:F+;IA  
^ 5) "Looks something like part of an animal, these two look like dogs". (D3) D:F+;Ad.

III. 1'

- ^ 6) "These look like two faces. (D6 - )"Animal". D:F+;Ad  
^ 7) "Look like two hands". (Lower half of D5) D:F+;Hd.  
^ 8) "These look like cats". (D2) D:F+;IA

IV. 25"

- ^ 9) "This looks more like a bat's face". (D1 - Form) D:F+;IAg.

V. 30"

- ^ 10) "Looks like a face, part of a person." (d30) d:F+;Hd.  
^ 11) "Looks like a pair of legs". Animal. (D.9) D:F+;Ad.  
^ 12) "Looks like another leg. Human" (D1) D:F+;Hd:P+

VI. 1' 25"

- ^ 13) "I don't know what this looks like".  
^ 14) "Looks like part of someone's foot". (d 25) d:F+;Hd.

15) "Looks something like a cow". (d 27)

d:F+Ad.

VII.

16) "Looks like a dog - two dogs" (D2)

D:F+Ad.

17) "Looks like part of a butterfly" (D6)

D:F+Ad.

VIII.

18) "Looks like two animals" (D1) "Tiger"

D:F+A.

"Are you allowed to turn round?"

Descrip.

19) "Looks like a coat". (D2)

D:F+CG.

IX. 30"

20) "A person's face - two faces" (D.4.)

D:F+Hd:P:

21) "Looks like an animal's face, goat's face" (d)

d:F-tAd.

"Nothing else".

X. 1'

22) "Two small animals". (D8)

D:F+A

23) "Looks like a crab" (D7- Form)

D:F-tA

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Subject No 41. 11 Yrs 5 months. Girl.  
Record obtained 11th June, 1948.

I.Q. 136.

.....

I.

- 1)  $\wedge$  "Looks like two people - butchers - and they've got some sort of fowl in the middle." (W. "Looks as if they were pulling it; cape flying out.") W:M:H:
- 2)  $\zeta$  "Two heads of two birds there." (W. d 2l the beaks) D:F+:Ad:
- 3)  $\vee$  "Maybe two faces." (D 8) D:F+:Hd:

II.

- 4)  $\wedge$  "Looks like two bears dancing." (W.) W:FM:A:Pi:
- 5)  $\vee$  "Looks like a map of Africa." (D 2. "A model map dark spaces jutting out.") D:F+:CG:
- 6)  $\wedge$  "Looks like the top of a spear." (D 4.) D:F+:Im:

III.

- 7)  $\wedge$  "A bow of ribbon." (D 3. Form colour.) D:FC:CG:
- 8)  $\vee$  "Looks like an arm." (D 5.) D:F+:Hd:
- 9)  $\wedge$  "Two men bending that way." (D 1.) D:F:H:Pi:
- 10)  $\vee$  "Two heads." (D 4.) D:F+:Hd:

IV.

- 11)  $\wedge$  "Some form of prehistoric dragon." (D 1 the head W.) W:F+:A:
- 12)  $\wedge$  "Two boots." (D 6.) D:F+:CG:Pi:
- 13)  $\zeta$  "Looks like a goose's head." (D 6.) D:F+:Ad:
- 14)  $\zeta$  "A pig's head." (D 8.) D:F+:Ad:

V.

- 15)  $\wedge$  "Looks like a rabbit's head." (D 6.) D:F+:Ad:
- 16)  $\zeta$  "A vulture's head." (D 9.) D:F+:Ad:

VI.

- 17)  $\wedge$  "A cross." (D 3.) D:F-:Rl:
- 18)  $\vee$  "A cat's head because of whiskers." (D 7.) D:F+:Ad:

Subject No 41. (Continued)

.....

- 19.v "Two men next to each other." (D 1.) D:F+:H:
- VII.
- 20.v "Looks like a butterfly." (D 4.) D:F+:A:
- 21.v "Some sort of body with only one leg and no head." (D 2. Dancing.) D:F+:Hd:  
Missing:
22. ^ "A sheeps head." (D 3.) D:F+:Ad:
- VIII.
23. ^ "Looks like fire coming out here." (D 2. C) D:C:F1:
24. < "Looks like a mole with legs climbing." (D 1.) D:FM:A:P:
- IX.
25. < "Looks like a man's face." (D 4.) D:F+:Hd:P:
26. ^ "Sheeps with a man sitting on top of it." (D 2 the sheep has a beard with very long hair - wool. D 1 the man.) D:M:H:  
D:F+:A:
27. < "Looks like the head of a buck." (small d between s 29 and D 2. Vague.) d:F-:Ad:
- X.
- 28.v "Looks like two frogs jumping. (D 8.) D:FM:A:
29. ^ "A spider (D 1.) D:F+:A:P:
- 30.v "Horns." (● 4.) D:F+:Ad:
31. ^ "Pieze of wood up here." (d 24. A leg, shading and shape) D:Fy:Bt:

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SUBJECT No. 42. 12 Yrs. 8 Months.  
Record obtained 14th June, 1948.

I. Q. 110.

1.

35" 1) "Looks a bit like a lady except for the head  
(D4 - Form). D: F4:H (P)

2) "Looks something like a Badge too" (W - Form) W: F4: Cer

1' 3) "Also reminds me of an eagle" (W - Form) W: F4:A

2.

1' 1) "Looks something like a waterfall" (D3 - red  
water falling) D: Cms: Is

3' 2) "Looks like an island with a lake and a  
river going out into sea from it" (W- 2  
aerial view). D: FV: Is

3.

1) "Reminds me of an animal going round the  
corner with its tail out there" (D2) D: F4:A.

2) "Breastbone and ribs" (D3 - Form) D: F4: At

3) "These two remind me of half a man - not  
joined on" (D1 - Form) D: F4: H/

4) "Also reminds me of part of a persons  
body" (D3 - upper part of body).  
Nothing more. D: F4: At.

4.

1' 1) "Reminds of a lion skin on the floor"  
(W - Form) W: F4: Ad

2) "Two oversized boots" (D6 - Form) D: F4: Cg.

3) "Reminds me of the middle bone of a fish"  
(D 1) D: F-: At:

5.

40" ^1) "Middle part reminds me something of a rabbit"  
(D7 - Form) D: F4A.

1' 2) "Also reminds me of a bat" (W D1 - Form) W: F4: A(P)

1'30" 3) "Also reminds me of an eagle flying (W) W: F4: A

6. Laughs!

^1) "Reminds you of the skin of a tiger I think" (W- Form) W: F4: Ad(P)

1'30" 2) "This here is a bottom piece and on top people made an image" (D3- Form). D: F4: A1

7. Laughs!

1'15" ^1) "These two remind you of two girls doing a dance" (D2) D: H: H(P)

30" 2) "Some kind of animal" (D1 - a rabbit) D: F-: At

1'30" 3) "Reminds me of a breastbone and ribs" (D4) D: F-: At.

8.

20" ^1) "Reminds me of a mole" (D1-walking) D: F4: A

55" 2) "Some kind of a badge" (W- Form) D: F4: Ger

3'30" 3) "Can be like the heads of animals" (D3-Form) D: F-: Ad.

9.

1'30" ^1) "Reminds me of an old fashioned gown" (W-colour Form) D: D3: Gg.

2) "This reminds me of a frock" (SOS - Form) SD: F-: Gg.

2' 3) "This would remind me of a river flowing into sea" (D5 - Air view) D: W4: Is.

^4) "Two scotty dogs heads" (d) d: F-: Ad.

10.

- |   |                |
|---|----------------|
| 1) "These two look like some kind of tiny animal" (D8- Field mouse) | D: F +: A      |
| 2) "That reminds me of a bunny's face" (D5-Form)                    | D: F4: Ad (P)  |
| 3) "These two remind me of a bull charging" (d22)                   | d: F11: A.     |
| 4) "Reminds me of an octopus" (D1- Form)                            | D: F +: Ad (P) |
| 5) "These two remind me of a fox" (D2- Form)                        | D: F -: A      |
| 6) "These two look like a bunny lying down" (d23)                   | d: F11: A      |

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1. 2'
1. < "Might be a kind of mask." (W s. Form) Ws:F+:Rc:
11. 30"
2. ^ "I think it could be the inside of a person's middle. (S 5) the ribs this side (D 6.) (D 8) DS:F-:At:
3. ^ "Two rabbits tied together and like blood coming - shooting out of them." (D 1 with D 3) D:FCm:A:El:
4. ^ "Looks like two dragon flies, this red (D 3) D:F-:A:
- 111.
5. ^ "Looking onto water of a pond" D 7 with s 23.) DS:V:LS:
6. ^ "Could be a butterfly." (D 3.) D:F+:A:Pt:
7. ^ "Two ladies with baskets in their hands." (D 1) D:M:H:Pt:
- 1V.
8. ✓ "Could look like a dragon." (W.) W:F+:A: Myth
9. ^ "Part of a spider." (D 3. Form) D:F+:Ad:
10. ✓ "Neck and head of a snail" (D 1. Form) D:F-:Ad:
11. ^ "Could be a skin." (W without D 1.) W:F+:A:Pt:
- V.
12. ^ "Could be like a hawk flying along this way." (W. FM) W:FM:A:
- VI.
13. ✓ "Could be sort of a wild animal, and this is its tail." (W. Form) W:F+:A:
- VII
14. ^ "Could be clouds." (W.Y.D 6 & d 23 omitted) W:Y:Cl:  
"Nothing else."

Subject No 47. (Continued)

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VIII.

15. ^ "These could be two camellions. (D 1. Form) D:FM:A:P:

16. ^ "This could be a rock." (D 2. Rugged.) D:FY:LS:

17. ^ "This could be a small tree growing out of a rock and these camellions are hanging on to the tree. (B) W:FM:Y:Compp

IX. Descriptive sheet

18. ^ "Could be rocks, and water flowing from a gorge into the bottom, and these could be trees on the side. (W.) D:FY:LS: .  
D:Fm:Water.  
D:C:St:  
W:FY:Gm:Compo

X.

18. ^ "These could be gums (D 9). These might be germs ( 23, 21, D 7 etc.) This could be chewing gum (D 6, "Stuck onto teeth") "This could be the pipe that comes down from the mouth. ( D 11) D:FC:At:  
d:F-:Sc:  
D:F-:Gum:  
D:F+:At:  
W:FC:Compo.

19. ^ "This could be two grasshoppers ( d 22 "green and just going to jump.") D:FM:C:A:

20" ^ "These could be two dogs (D 2 Form) D:F+:A:

.....

1.

1. ^ "Looks like a coat of arms." (W8) W8:F+:Cer:

2. ^ "Looks like two birds with wings  
out here." (D 2) D:F+:A:

3. ^ "Looks something like a cow or animal  
when he's lying down." D:FM:A:

11.

4. ^ "Looks like two men dancing." (W.) W:F:F:P:

5. v "Looks like a bat down here." (D 3. Form) D:F-:A:

6. ^ "Looks like two birds" (Bottom part of D2) d:F+:A:

111. 3C"

7. ^ "Here's a ladies show." (D 10) D:F+:Cg:

8. v "Here's a face of a man with glasses  
(s 24 the face and D 3 the glasses. sd) sD:F-:Hd:

9. v "Parrot on a stick." (D 2.) D:F+:A:

10. ^ "A face." (D 6.) Dd:F+:Hd:

1V. 5C"

11. v "Looks like the skin of an animal that's  
been killed. (D 1. Form) Shape and black  
stripes on skin. D:FY:A:P:

12. ^ "A boot.", (D6. Form) D:F+:Cg:P:

13. ^ "A pair of pants." (D 7.) D:F+:Cg:

V.

14. ^ "Looks like a bat, wings, legs, ears." (W) W:F+:A:P:

15. ^ "Looks like a rabbit too, with its  
ears up here - just ears and face.  
(D 8.) D:F+:Ad:

VI.

16. ^ "Butterfly." (D 3. Form) D:F+:A:

17. ^ "One of those big violins (D 5. Form) D:F+:Mu:

Subject No 48. (Continued.)  
.....

18. < "A skin." (D 1 ) D:F+:A:P:  
V11.  
19. V "Two sheep, frisking around." (D 2.) D:FM:A:  
20. ^ "A butterfly." (D 4.) D:F+:A:  
21. V "Looks like an elephant's face." (D 3.) D:F+:Ad:  
22. V "Tail and body of a creature. (D 1.) D:F+:Ad:  
"That's all I can think of."  
V111. 20".  
23. V "Another animal." (D 1.) D:F+:A:P:  
24. V "A tree. (D 4 and d 27 as stem. Form) D:F+:Bt:  
25. V "An elephant up here." (d 28) d:F-:A:  
26. ^ V "Mountains with a waterfall. (D 7 the  
Mts. and d 23 the waterfall. "The  
Victoria Falls, water coming down  
the rocks.") D:FmV:LS:  
1X.  
27. V "Two parrots." (D 3. Form) D:F+:A:  
28. < "A buck." (d ) d:F+:Ad:  
"Nothing more."  
X.  
29. ^ "Two eels." (D 4. "going down into  
the rocks.") D:F+:A:  
30. ^ V "A crab." (D 1. Form) D:F+:A:P:  
31. V "Pieces of seaweed." (D 9. "Pink stuff  
like my grandmother has got." FC) D:FC:Bt:  
32. ^ "Frog" (D 7. Form) D:F-:A:  
33. ^ "Lobster." (D 8. Form) D:F-:A:

- .....
- 1.
  1. < "Two mountains." (d 22. Form) d: F+Hs:
  2. ^ "Nippers of a crab." (D 1) D:F+Ad:
  3. ^ "Whole thing looks like a bird." (W) W:F+A:
  4. < "Looks like a reflection from this side"  
(Lower D 4 with D 3) D:FV:Reflect.  
"There's a line here." Description.
  5. ^ "Looks like some ice on the botton  
here inside." (Small tops, drippings  
from ice - dark bits.) Small black d  
in lighter areas at bottom of D 4 ) d:F+Ice:
  6. ^ "Looks like a lion's head - this  
top part ( d 28) and 21. d:F-:Ad:
  7. ^ "Looks like some light water here."  
(Lower D 4 on either side of d 31.) D:Y:water:  
"Looks like holes in blot." Description.
  11. 20"
  9. v "Looks like a buck coming up with horns. (D 3) D:FM:As:
  8. "Looks like a boot here" (D 2 ) D:F+CG:
  10. v "Part of pliers (D 4.) D:F+Im:
  11. v "Looks like a dark cloud. ( D 6.) D:Y:cl:
  13. v "Looks like two horns there and there.  
( d 27) d: F-:Ad:
  13. v "Looks like a road going up and becoming  
smaller ( Small V detail at bottom of  
S 5) S:FV:LS:
  14. ^ "Looks like fingers and thumbs here.  
(small d of 2) d:F+Hd:
  111. "Two men here (D 1.) D:MH:P:
  16. ^ "This like pans" ( D 4.) D:F-:Hh:
  17. ^ "Fire here (D 8. Form) D:F+: Fire.

Subject No 50. (Continued)

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- |     |   |  |                   |
|-----|---|--|-------------------|
| 18. | ^ | "A duck hanging up." (D 8.)  | D: F+ : A:        |
| 19. | V | "Back of false teeth (D FC Hd)   | D: F: G: H: A:    |
| 20. | ✓ | "Piece of wood." (D 5.)  | D: F+ : B: :      |
| 1V. |   |  |                   |
| 21. | ^ | "Looks like a big tree, the whole one.<br>(W. Form.)   | W: F: Y: B: :     |
| 22. | ^ | "Looks like a stream running down<br>here." (Upper D 5. "Black looked<br>like water.")   | D: F: M: Water: : |
| 23. | ^ | "An animal crawling out of this." (D 1)  | D: F: M: A:       |
| 24. | < | "A snake coming up here." (D 4)  | D: F: M: A:       |
| 25. | ^ | "Looks like an eagle." (D 3.)  | D: F- : A:        |
| 26. | ^ | "That part's a bow and arrow." (D 4)   | D: F+ : R: :      |
| 27. | ^ | "This part looks like a dog's tail.<br>(D 7)   | D: F- : A: A:     |
| V.  |   | 1'1C"  |                   |
| 28. | ^ | "Looks like a big butterfly." (W.)   | W: F+ : A: P:     |
| 29. | < | "Two legs down here." (D 9)  |                   |
| 30. | < | "Looks like Table Mountain this<br>part." (d 21. For )   | d: F- : L: :      |
| 31. | ^ | "Looks like branches here." (d 20)   | d: F+ : B: :      |
| VI. |   |  |                   |
| 31. | ✓ | "Looks like a long handle." (D 2.<br>"Part for hand to grip.")   | D: F+ : C: :      |
| 32. | ✓ | "Looks like a banjo. There's the<br>string of it." (D 5)   | D: F- : M: :      |
| 33. | ✓ | "Looks like two lakes there." (d 23<br>"Small and whiter than the rest as<br>though water filled)  | d: F: C' : L: :   |
| 34. | < | "Looks like a snake's mouth." (D 7.)   | D: F+ : A: :      |
| 35. | ^ | "Looks like branches and the whiteish<br>thing looks like a rag holding them. (D 6. Like twigs<br>sticking out, the rag looked white, and some round |                   |

Subject No 50. (Continued)

35. (Cont.) the branches.) "Looks like two whiskers." (d 26)

d:F+:Ad:

VII.

36. ^ "Two faces looking at each other (D 1)  
"Looks like part of a dog (D 3) "body  
of a dog, an ear (D 5) D: FM: A:

D:FM:A:

37. ^ "A small garden fork" (D 6 the handle  
and d 27 prongs.)

D:F-:Int:

38. ^ "Some white sand." (d 23)

d:C':Sand.

40. ^ "Looks like hills." (D 4)

D:F+:Ls:

VIII.

41. < "Looks like a tiger walking over here.  
(D 1)

D:FM:A:

42. ^ "Looks like bones inside a skeleton."  
(D 3)

D:F+:Ab:P:

43. ^ "Part of the spine." (d 21)

d:F+:At:

44. ✓ "Framework of a boat." (D 5)

D:F+:Boat:

45. ^ "A piece of string which is tied on  
to a nail ( d 23) ( 29)

d:F+:String:

46. ✓ "Two flowers growing." (Points of  
D 3)

d:F+Bt:

IX.

47. ✓ "This is a piece of string." (Thin line  
connecting D 7)

d:F+:String.

48. ^ "This looks like a parrot. (D 3. Form)

D:F+:At:

49. "Looks like the sun coming up." (S 3  
Colour.)

SD: Cm:Sun.

50. ✓ "This is a sword with the handle."  
(D 5 and d 30)

D:F+:Int:

51. ✓ "Clouds when it goes at night." (D 2  
colour.)

D:C:Ct:

X.

52. ✓ "Looks like two flowers here." (D 10  
Form colour)

D:FC:Bt:

Subject No 60. (Continued)

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52. ^ "Catapult prong." (D 3) D:F+:Oj:
54. ^ "Two bones here." (D 6 and see 55) D:F+:At:
55. (d 24)
56. ^ "Old sesweed." (D 1.) Colour Form) D:GF:St:
57. < "Looks like a fox here." (d 21. Form) d:F+:A:

SUBJECT No. 51. 11 years 5 months. (Boy)  
Record obtained 16th June, 1948.

I.Q. 125.

.....  
1.

^ 1) "Looks like some prehistoric butterfly"  
(WS- Form) Vs:F+A (P)  
Myth

v 2) "Fancy Archway" (S32 + adjacent D - Form) Ds:F-:AR

^ 3) "A cave - (W - A hill out in half)  
"Can I say that one side looks darker?" WS:F-:Ls  
Descrip.

45^ 4) "Could look like a face of something" (D2 -  
Form) D:F-:Ad  
"Nothing more"

II.

35^ 1) "Somebody's ribs dry out in the middle"  
(D6 + S5) Ds:F-:at.

^ 2) "A cross face of something" (d31 -  
monkey) d:F+:Ad

45^ 3) "Monkeys head with outstanding eyebrows"  
(d22) d:F-:Ad  
"Nothing else I can see."

III.

^ 1) "Might be two prehistoric monkeys facing  
each other" (D1) D:FMA (Myth)

^ 2) "Might be a stomach" (D4) and gullet" (d30-  
Form) D:F+:at.

^ 3) "A ladies high heel shoe" (D10- Form) D:F +: Cg

v 4) "That could be a broken branch" (D5) D:F+:Bot

v 5) "Could be a kaffir's face" (D4 - Form and  
black) D:FC:HG

v 6) "Butterfly without a body" (D3 - Form) D:F+:A (L)  
(Missing.)

IV. "Nothing I can see on this one!"

.....

IVa.

2'15" ^1) "Might be a prehistoric creature" (W - Form) W:F+:A  
Myth.

V.

✓ 1) "Butterfly" (W - Form) W:F+:A(P)

✓ 2) "Could be somebody's face here" (ds - between d26 and d31) Ad:F-:Hd

< 3) "Somebody" with a long nose" (d23 - Form) d:F+:Hd.

VI.

40" ✓ 1) "Might be a skin of something" (D1 - shades and marks) D:FY:Ad(P)

✓ 2) "Might be a fossil" (D3 - Black & grey) D:FY:A(Fossil)

✓ 3) "May be a face in here" (S just off d 29) Sd:F-:Hd

VII.

^ 1) "Chinese head" (D1) with pigtail (D3)(Form) D:F+:Hd

✓ 2) "Bulldog's head (D1) with thin neck" (D5) (Form) D:F-:Ad

✓ 3) "Butterfly with small body" (D4 - Form) D:F+:A

✓ 4) "Might be a very vain lady with a big dress as in the olden days" (d21 + d31-Form) D:F+:H

VIII. Pwhew!

< 1) "Might be a big rat here" (D1 - Form) D:FM:A

> 2) "This rat could be walking on some rocks and seeing its reflection in the water" (D1 + D6 - Different colours) D:FVC:Reflectn.

✓ 3) "Might be a butterfly" (D2 - colours and Form) D:CF:A

✓ 4) "Might also be a butterfly" (D5 - Form and colour) D:FC:A

IX. Phwhow! (Turns cards slowly then suddenly jumps)

- 30" < 1) Might be a man's head with a big drooping  
moustache (D4 - Form) D:F4:Hd
- < 2) Clown with a long nose (d left of D2) d:F-H
- ^ 3) Might be a lion's head (d24 - Form) d:F4:Ad
- ^ 4) Might be someone with a long cap and  
in a dressing gown pointing his hand (D3) D:HH:H

X.

- < 1) Might be a caterpillar (D9 - Form) D:F +:A
- ^ 2) A bat without a body just wings (D6 -  
Nearly grey) D:FY:A  
(Missing)

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I. 1'50".

1. "The front of an aeroplane." (Upper third,  
D 3 and d 21)

d:F-iTr:

2. "A whale ship - two funnels, and bridge  
and slipway." (Ws)

Ws:F-iTr:

II. 45"

3. "This looks like an archway" - "a lamp here."  
D 3 a red lamp." "The archway" WS

Ws:F-BAR:  
Di:FC:Lamp:

4. "Looks like stones on each side." (D 2.)

Di:FY:Stonet:

5. "two birds here." (D 2)

Di:F+iA:

III. 1'50".

6. "Looks like two natives cooking dinner."  
(D 1. C')

Di:MC'iH:P:

7. "They have caught two birds and hung  
them up by their tails." (Roosters killed,  
red. FC)

Di:FC:A:

8. "They're in their hut. I can't make out  
what the red part is. This must be an  
opening to their hut." D 3 (W s. s 24 the  
hut, and surrounding space)

sD:F-iAR:  
Ws:MC'iC:Compo.

IV. 45"

9. "Looks like looking down from a mountain -  
you up in the mountain and see a wild beast  
(D 1) coming out of a cave." (W.)

W:V:LS:  
Di:FM:A:

"Both sides are the same."

Symmetry.

V. 1'10"

10. "Can be a butterfly." (W. Wings, feelers, black") W:F+iA:

"Both sides the same."

Symmetry:

VI. 1'50"

11. "Can look like the plan of a docks or a break-  
water pier - lighthouses in flashes going out.  
(W)

W:FM:AR:

12. "Clouds in the distance." (D 6)

Di:Y:Cl:

Subject 52. (Continued)

- "Both sides are the same." **Symmetry.**
3. ✓ "Looks like a volcano and comes out like that. (W. not erupting - just a cross section picture." **W:F-iLs:**
4. ✓ "Looks like a fuse of a mine - a detonator, and explosive going to blast rock" (Cross section. W) **W:Fm:Fi:**
- VII.
5. ✓ "Looks like two animals - maybe dogs, here" (D 2. Playing on a lawn." **D:FM:A:Pi:**
6. ✓ "Looks like a cave with jagged edgework." (S 7. "Like looking into a wave.") **SD:V:Ls:**
- "Both sides are the same." **Symmetry.**
- VIII.
7. ✓ "A wild bear in the mountains - rocks, bush stump, reflection in water." (W) **W:fv:Ls:**
- "Bright colours." **Description.**
- IX. 30"
8. ✓ "Looks like a picture of a volcano - sideview - and is bulging forth lava." (WS.) **WS:Fm:Ls:**
9. ✓ "Two demons" (DS) **D:F+:H:Pi:**
2. "Each side is the same." **Symmetry.**
- X.
10. ✓ "Can be any place under the sea. Bright coloured seaweed, and different kinds of animals." (W.) **W:FC:Ls:**
- "Bright colours." **Description.**

SUBJECT No. 53 11 yrs 11 months (Boy)  
Record obtained June 22nd, 1948.

I. Q. 116.

.....  
1.

2' ^ 1) "Looks like the face of a fox opened out"  
(Ws- Form) Ws: F-: Ad.  
"Nothing more."

11.

3' ^ 1) "These two look like an X-ray of lungs  
(D1) They shouldn't be so close together W:Y: X-ray.  
'Pity D2 was here' (W-Dark colour)

1'30" ^ 2) "Two elephants coming together rearing  
up their trunks and balancing W:EM: A  
something on their heads" (W-B3)  
"Can't see anything more on this"

111.

1'15" ^ 1) "Looks like two people working over a  
pot" (D1) D:MsH:(P)

2' 2) "Looks like a butterfly" (D3 - Form) D:F +:A (P)  
"That's all."

1V.

^ 1) "Reminds me slightly of some flat type of  
2'45" fish I've seen in a museum" (W)  
"That's all."

VI.

2' 10" ^ 1) "Looks like a rocket" (W-its standing) W:F - rocket.  
V "Nothing more I can see?"

V.

4s" ^ 1) "Looks like abate" (W) - (Greyish Black) W:FM:A(P)

1'15" < 2) "This way it looks like a flying duck -  
with wings flapping" (W) W: FM: A  
"Nothing more."

VII.

45" 1) "Looks like two women dancing" (W) W:Ms H(P)

VIII. Sings - mm!

2' < 1) "Two mice climbing up something" (D1)  
"That's all"

D:FM: A

IX. (Turns card round and round)

2' V 1) "Slightly resembles an aeroplane engine  
with propeller" (W-Form)  
"I'm sure I can't see anything else"

W: F - 1 Tr.

X. mm! - mmmm!

3' 30' "Can't see anything."

3' A 1) "Looks like a cracker going off" (W) it's  
bursting - all colours)

W: Cms Fireworks.

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Subject No 57. Age 12 Yrs. 9 months. I.Q. 106.  
Std. V. Roy.

.....

1. 45".
1. ^ "A spider." (D 4.) D:F-:A:
2. ^ "Looks like a part of Table Mountain." (D 5. F) D:F-:Ls:
- 11.
3. ^ "Looks like crab's pincers." (D 4.) D:F-:Ad:
4. ^ "Back of a mosquito." (d 24 and 25.) d:F-:Ad:
5. ^ "Canal going through" (d 23.) d:FV:Ls:
6. V "Similar to America. (D 2. A map) D:F-:Ge:
7. V "Looks like tanks. (d 22.) funnels sticking out. d:F-:Tr:
8. ^ "Part of a spear." (D 4.) D:F+:Im:
- 111.
9. ^ "Painting of Bushmen. (D 1. Similar to Bushman painting.) D:F+:Art:
10. ^ "Two lungs." (D 3) D:F-:At:
11. ^V "These two look like trees (D 4.) D:FY:Et:
- 1V. "25"
12. V X-Ray of something. (D 1.) D:Y:X-ray:
13. ^ "Looks like a bay. (a 24. Form) s:F+:Ge:
14. V "Looks like the skin of a wolf. (W without D1) W:F+:A:P:
- V.
15. ^ "Looks like a leg of something (D1 Human) D:F+:Hd:P:
16. ^ "Feelers of a snail." (D 8. Form) D:F+:Ad:
17. ^ "These look like hills (d 21. Form) d:F+:Ls:
18. ^ "Insect." (W without D1, d 22.) W:F+:A:
- VI. 45"

Subject No 57. ( Continued)

19. ^ "Wings of a butterfly without that in  
the middle. ( D 3. Form) D:F+:Ad:
20. ^ "Looks like lighthouse on a rock."  
(D 8 without D 6.) D:F+:At:
21. v "Looks like the mouth of a crab. (d 24) d:F-:Ad:
- VII.
22. ^ "Gum and teeth." (D 8 of animal) D:F-:Ad:
23. < "River in a valley." (D 6) D:FV:LS:
24. v "Cloud." (D 3.) D:Y:Cl:
- VIII.
25. ^ "Looks like the front part of a ship.  
(D 4 without 22) D:F-:Tr:
26. ^ < "Looks like an animal." (D 1.) D:F+:A:P:
27. ^ "Spine of a fishbone." (D 3.) D:F+:A:P:
- "That's all.
- IX.
28. ^ "Strait." (D 8 with d 25 ea entrance.) D:Fv:LS:
29. ^ "Looks like a tiger." (d 27) d:F-:A:
- X.
30. v "Looks like a section - a photo of  
part of the body." (D 11. FY) D:FY:At:
31. v "Hooks" (D 4.) D:F-:Im:
32. ^ "Wishbone." (D 3.) D:F+:At:

SUBJECT No. 58 11 yrs 8 months (Boy)  
Record obtained June 21st, 1948  
30 minutes.

I.G. 126.

.....  
1. 1 min. (1')

^ 1) "Looks like a map" (W - Form)

W:F +: Geog.

2' ^ 2) "That looks like a face there but it  
hasn't got a mouth" (d23 - Form)  
"That's Nothing more."

D:F-: Hd. (Mimi)

11. 45"

v. 1) "Looks like a volcano with the part where  
the larva comes up" (D4 - Form)

D:F-: Le

30" ^ 2) "A diamond" (s in d 24)

sd:F +: Obj.

30" ^ 3) "Looks like two animals facing one  
another" (D1 - animals)  
"That's all."

D:FH:A(P)

111. 35"

^ 1) "Butterfly" (D3 - Form)

D:F+: A(P)

30" ^ 2) "A monkey looking downwards" (D2)  
"That's all."

D:FH:A

IV.

v 1) "Looks like head of a snail" (D1 - Form)

D:F-: Ad

^ 2) "Looks like a bat" (W - animal - form)  
"That's all in this one."

W:F+: A

V.

^ 1) "Looks like a moth or butterfly" (W-Form)

W:F+: A(P)

< 2) "Open mouth of a crocodile" (DsG - Form)  
"That's all."

ds:F +: Ad

VI.

(2') ^ 1) "That looks like a butterfly" (D3 - Form) D:F +: A

(1') ^ 2) "Looks like leg of a table or something" (D2) D:F +: Hh

VII.

^ 1) "That looks like two animals' facing one another"  
(D1) D:FM:A

1'30" v 2) "Looks like face of an elephant" (D3-Form) D:F +:Ad  
"Nothing else."

VIII.

< 1) "That looks like an animal" (D1-Form) D:F +:A(P)

45" ^ 2) "Two butterflies" (D2 - Form and colour: D5- Form) { D:FC:A  
"Nothing else." D:F+A

IX.

^ 1) "Looks like two animals facing one another"  
(D3 - imaginary animals) D:FM:A  
(Myth)

v 2) "A cloud" (D6 - shape & shading) D:FY:Cld.

40" v 3) "Looks like a mushroom with a stem"  
(d22 + d23 + D5 - Form) D:F -: Bot.  
"That's all."

X. 55"

^ 1) "Looks like two buds - rose buds"  
(D3 - Form) D: F +: Bot.



SUBJECT No. 59 12 yrs. 9 months. (Ray)  
Record obtained 22nd June, 1948. 30 minutes.  
.....

I.Q. 108.

I.

^ 1) "Looks like a moth with wings and white markings on its back" (W3 - Form) WS: F †: A(P)

20" ^ 2) "Might be a country on an atlas" (D5 † d 21 † s) DS: F†: Geeg)  
"All jagged - has bays with the sea)

^ 3) "This piece might be an alsation's head" (d21 - Form) D:F -: Ad  
"That's all:

II.

^ 1) "Two bears with noses together" (D1-Form) D: F †: A(P)

^ 2) "Hawk's flying in the air" (d in D2) d: F†: A

^ 3) "These two pieces look like dog's heads" (d31) d: F †: Ad  
"That's all.

III.

^ 1) "Two men carrying something" (D1) D: HsH(P)

2) "A butterfly" (D3 - Form) D: F †: A (P)

3) "Two foxes heads" (D10 - Form) D: F -: Ad

4) "A crab in the middle" (D7 - Form) D: F †: A

^ 5) "A sheep's head" (D6 - looks weclly) D: Fc: Ad  
"That's all."

IV.

25" ^ 1) "A pair of boots" (D2 Form) D: F †: Gg.

2) "A dog's head from the top" (D1- Form) D: F -: Ad

< 3) "Looks like a man's face" (d21 - Form) d: F †: Ad.  
"I think that's all."

V.

^ 1) "Crocodile's head with mouth open" (d22 † D1 † s) ds: F †: Ad.

V.

< 2) "Bird's head with long beak" (D9 - Form) D: F † : Ad.  
"That's all."

VI.

40" ^ 1) "Dog with very long snout" (d27 † d 29-Form) d: F-: Ad

30" ^ 2) "A moth with its wings torn" (D3-markings) D: FV: A

^ 3) "It can be a stone image" (D8 - D6 - Form) D: F † : R1

VII.

< 1) "An elephant's head with trunk" (D1 - Form) D: F † : Ad

55" ^ 2) "Looks like two dogs looking at each other"  
(D1) D: FM: A

VIII.

^ 1) "Looks like a chameleon walking" (D1) D: FM: A

35" < 2) "Looks like a bear's head" (D6- Form) D: F-: Ad.

^ 3) "A piece of cloth that has been torn down  
the middle" (D5 † D3 - Form) D: F-: Ah.  
"That's all."

IX.

40" √ 1) "Someone's fingers" (d21 - Form) d: F † : Hd.

30" √ 2) "Looks like a lot of sheep in a pen"  
(D5 - they look woolly) D: F: A.

^ 3) "Crabs leg" (d 25 - Form) d: F-: Ad.

X.

^ 1) "Looks like two caterpillars going on a  
leaf" (D4 - Colour) D: FM: C: A

^ 2) "Looks like a rabbit's head" (D5) D: F † : A (P)

25" < 3) "Dog lying down" (d 21) d: FM: A

^ 4) "Looks like an animal's face" (D6-Form) D: F † : A  
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SUBJECT

No. 62 12 years 2 months (Boy)  
Record obtained July 23rd, 1948.

I. Q. 110.

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- I.
  - 1) "Bottom of the sea" (D1 & d22 - seaweed) D:F:Ls
  - 1'30" 2) "Looks like lakes in the center here" (ds 26 - spaces for lakes on maps) Sd:F:Ls
  - 3) "Fjords" (d21 - like on a map) d:F:Geog.

- II.
  - 1) "Fire coming out a volcano" (WS - D2 - red fire (D3) coming out) Ws:C:tn:Volcano
  - 2) "Two towers at the side" (D2 - Form) D:F:Arch
  - 3) "Whole thing looks like Australia" (W - form) W:F:Geog.

- III.
  - 1) "Two trees here" (D4 - Oaks) D:FY:Bot.
  - 2) "Something's dropped there" (D2 - Red Blood) D:C:Blood
  - 3) "Two islands there" (D5) D:F:Geog.
  - 4) "Skein of wool all puffed out at ends" (D3 red wool) D:FC:Cg.

- IV.
  - 1) "Two valleys down each side here" (S between D6 and D1 - deep gaps between hills) Sd:FV:Ls
  - 50" 2) "Some bush here and water at the top" (D3 & D5 - Dark bushes - light water) D:FY:Ls

- V.
  - 1) "Handle of a pair of pliers" (D9 - Form) D:F:Imp
  - 2) "Mouth of a crocodile" (D8 - Form) D:F:Ad
  - 3) "Street pole" (D1) "Nothing else." D:F:Pole

- VI.
  - 1) "Whiskers of some animal here" (d26) d:F:Ad